

# 2006 / 2007 GRADUATE BULLETIN

## ***For Graduate Admission contact:***

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GRADUATE  
LEADERSHIP**

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**Ms. Melanie Seymour, Director**  
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## ***Fall Semester, 2006***

University Meeting Days .....	Th-F.....	August 24-25
Residence Halls Open:		
New Students .....	Sa.....	August 26
Returning Students.....	Su.....	August 27
Academic Orientation Day .....	Su.....	August 27
Classes Begin .....	M.....	August 28
Labor Day - No Classes .....	M.....	September 4
Monday Class Schedule.....	Tu.....	September 5
Last Day to DROP Classes .....	Tu.....	September 5
Last Day to: .....	W.....	September 6
ADD Classes		
Submit "Credit-By-Exam" form		
Submit "Intent to Graduate" form for May 2006 Commencement		
Submit "Pass/Fail Option" Card		
Submit "Repeat of Course" Card		
Last Day to Submit "Incomplete" Grades.....	Tu.....	September 19
Last Day to Complete "Credit-By-Exam" .....	Tu.....	September 26
Mid-Semester Grades Due.....	F.....	October 20
Fall Holiday - No Classes.....	M & T.....	October 16 and 17
Last Day To Withdraw From A Course .....	F.....	October 27
Registration for Spring Semester Begins .....	M.....	October 30
Thanksgiving Holiday - No Classes .....	W-Fri .....	November 22-24
Fall Semester Classes End .....	F.....	December 8
Final Examination Period * .....	M-Fri.....	December 11-15
Residence Halls Close .....	F.....	December 15
Fall Commencement .....	Sa.....	December 16
Fall Semester Grades Due (12 Noon) .....	M.....	December 18
Academic Review Board .....	W-Fri .....	January 10-12

***\*Friday is reserved for make up if it is necessary for the University to cancel final exams on one of the other days.***





### ***Spring Semester, 2007***

University Meeting Days .....	Th-F .....	Jan 11-12
Residence Halls Open .....	Su .....	Jan 14
Martin Luther King Holiday - No Classes .....	M .....	Jan 15
Classes Begin .....	Tu .....	Jan 16
Last Day to DROP Classes .....	W .....	Jan 24
Last Day to: .....	Th .....	Jan 25
ADD Classes		
Submit "Credit-By-Exam" form		
Submit "Intent to Graduate" form for December 2006 Commencement		
Submit "Pass/Fail Option" Card		
Submit "Repeat of Course" Card		
Last Day to Submit "Incomplete" grades .....	M .....	Feb 5
Last Day to Complete "Credit-by-Exam" .....	M .....	Feb 12
Mid-Semester Grades Due .....	F .....	Mar 7
Spring Holiday - No Classes .....		Mar 8-16
Last Day to Withdraw From A Course .....	F .....	Mar 23
Registration For Fall Semester Begins .....	M .....	Apr 2
Spring Semester Classes End .....	F .....	May 4
Final Examination Period * .....	M-Fri .....	May 7-11
Residence Halls Close .....	F .....	May 11
Spring Commencement .....	Sa .....	May 12
Spring Semester Grades Due (12 Noon) .....	M .....	May 14
Academic Review Board .....	W-F .....	May 23-25

***\*Friday is reserved for make up if it is necessary for the University to cancel final exams on one of the other days.***

# MANSFIELD UNIVERSITY MISSION STATEMENT

Mansfield University is dedicated to providing an environment that promotes academic and personal growth as well as intellectual, ethical, and aesthetic values. The University serves the region and the national and international communities by developing human and material resources. The University is committed to stimulating continuous pursuit of knowledge and understanding by students, staff, and faculty. To accomplish this mission, Mansfield University pledges to:

- Provide a liberal education for all its students.
- Prepare students for full and purposeful lives through undergraduate and graduate instruction in liberal arts and professional programs.
- Plan, develop, implement, and measure its efforts in providing optimum learning opportunities for students of a variety of ages, backgrounds, and needs.
- Promote affirmative action and equal opportunity.
- Maintain a faculty dedicated to teaching and scholarship.
- Cooperate with other educational institutions for the achievement of mutual goals.
- Provide educational and cultural programs to the general community.
- Offer expertise in public service activities.



## GRADUATE STUDIES MISSION STATEMENT

The purpose of Graduate Studies at Mansfield University is to provide post baccalaureate educational services and to serve as a positive change agent in the Twin Tiers region. The programs offered are designed to provide advanced study in professional and scientific aspects of selected academic disciplines. These offerings are further intended to:

- Strengthen specializations.
- Permit greater depth of learning.
- Provide opportunity for the integration of knowledge.
- Heighten receptivity to new ideas, viewpoints, and beliefs.
- Improve research skills.
- Expand abilities to work independently.
- Expand knowledge of philosophy of a discipline.
- Encourage application of acquired knowledge and skills.
- Foster the spirit of scholarship.
- Enhance skills of critical analysis.
- Refine capability to initiate, define, and synthesize viewpoints and concepts.

- Develop methods of dealing with change.
- Build skills in leadership process.
- Prepare and assist students in realizing their potential as individuals and responsible members of society.
- Encourage career development.

Assigning the responsibility of instruction to the faculty most qualified to teach graduate courses encourages academic excellence. The criteria for graduate faculty status are established and monitored by Graduate Council.

Graduate study at Mansfield University may result in:

- A Master's degree
- Certification in one or more areas
- Expanded knowledge in an identified area

The graduate program is committed to affirmative action to ensure equity for students and faculty. Both full and part-time study are encouraged and promoted with special effort given to meet the unique needs of part-time students.

## STATEMENT OF DIVERSITY

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge, insights, and traditions of diverse peoples who live and work together. An academic community that values diversity by words and action provides the best environment in which students can learn the social skills necessary to participate and flourish in our multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purpose of Mansfield University, as stated by former President Simon B. Elliot in 1912, to "Strive to make education universal; that the rich and the poor, the child of those who have power and place, and of those who tread the lowly paths of life, shall receive alike the blessings of education ... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised."

## THE UNIVERSITY

Founded in 1857, Mansfield University's 174-acre campus is nestled in the beautiful rolling foothills of the Appalachian Mountains. Conveniently located in the Northern Tier of Pennsylvania at the junctions of U.S. Routes 6 and 15, Mansfield University is 30 miles south of Corning and Elmira NY, and 50 miles north of Williamsport, PA.

In addition to a quality education, Mansfield University offers a variety of on campus facilities including a state-of-the-art, hi-tech library, an Olympic size swimming pool, art galleries, three auditoriums, a radio station, a newspaper office, and a contemporary, multipurpose recreation building that houses among other things, a glass enclosed, state-of-the-art fitness room, an aerobics gym, five racquetball courts, and numerous other courts for basketball, volleyball, and badminton.

# ADMISSIONS - GRADUATE SCHOOL

Mansfield University began its first graduate programs in the summer of 1966. Music and Elementary Education were the first degrees. Other programs were added in succeeding years. Today, Mansfield University offers education-related masters degree programs in Art, Education, Elementary Education, School Library and Information Technology, Special Education, Nursing and a Master of Arts in Music. These programs were designed as part-time programs.

## Application Procedure

To apply for Graduate School contact the Admissions Office located in Alumni Hall at (570) 662-4806 or apply online at <http://admissions.mansfield.edu/gradmiss.htm>. To complete the application requirements for graduate school, each applicant must have:

- Official copy of transcript(s) indicating completion of an undergraduate/graduate degree.
- 3.0 or higher cumulative grade point average.
- Official copy of transcript(s) of any graduate work completed at another institution.
- Copies of any teacher certifications currently held if applying for a graduate plus teacher certification program.
- At least one professional letter of recommendation indicating your ability to do graduate level work.
- Application fee of \$25.

## Programs & Admissions Requirements

- **Art Education, Master of Education**

Portfolio required

- **Master of Arts in Music**

On-campus audition required

- **Master of Science in Nursing**

Copy of nursing licenses

- **Master of Education or Master of Science in Education**

Admissions require passing Praxis I, Praxis II or GRE scores as applicable to the field of study, please confer with a Mansfield admissions counselor.

Any variance(s) from the above stated requirements may be considered by submitting a written request to the Associate Provost and Director of Graduate Studies, North Hall. Education/Special Education students will be given the name of their advisor in the acceptance letter. Art and Music students should contact the department chair to be assigned to an advisor.

## Checklist for Graduation

Fill out the Intent To Graduate (Diploma) form available online at <http://records.mansfield.edu/>. Return form to Registrar's Office, 209 Doane Center, six months prior to your intended date of graduation.

Undergrads need to purchase cap and gowns through Campus Bookstore during grad fair up until the day of graduation. Master degrees need to order regalia approximately 8 weeks prior to graduation. (See the Policy section, Bookstore, Mansfield University).



## Graduate Student Advisors

One of the special characteristics of graduate programs at Mansfield University is the importance placed on the advisor-advisee relationship. We regard it as essential that you have an advisor assigned as you enter your program. Admissions will notify the department who assigns an advisor to you. There are many opportunities to tailor programs to your unique professional goals. The graduate advisor works as a collegial professional mentor with their assigned graduate student. Degree seeking graduate students will not be allowed to progress beyond 9 graduate credits without being assigned an advisor.

## FINANCIAL INFORMATION

Mansfield University offers quality graduate education at competitive rates. Please contact the Student Accounts Office for information on admission fees and tuition, (570) 662-4888, 206 Doane Center, or visit the web at [www.mansfield.edu/%7Eaccounts/](http://www.mansfield.edu/%7Eaccounts/)

### Financial Aid Opportunities

Mansfield University participates in the major federal and state financial aid programs. To be considered for financial aid we emphasize the following points:

1. File for financial aid immediately upon confirmed admission to Mansfield University.
2. To apply for aid, file the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or contact the Financial Aid Office at (570) 662-4129 for a paper application.
3. Identify Mansfield University (003324) as an institution of choice on the FAFSA application. If you don't do this, we won't get your financial analysis and we will be unable to process any aid.
4. Student loans are the primary source of available aid. Students may apply for Federal Stafford Loans at [www.aesSuccess.org](http://www.aesSuccess.org). Alternative loan financing is also available by going to [www.collegelenderlist.com](http://www.collegelenderlist.com).
5. To retain financial aid eligibility you must maintain Satisfactory Academic Standards.
6. To obtain more information about financial aid and student loan forgiveness programs please visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

For additional information regarding financial aid, please call the Financial Aid Office at (570) 662-4129.

### Graduate Assistantships

Graduate assistantships are available each year to full-time graduate students (minimum of nine graduate credit hours) and includes a waiver of Pennsylvania tuition and selected fees, as well as a bi-weekly stipend. Graduate assistantships provide the graduate student with opportunities for professional, collegial, and academic growth. To this purpose, graduate assistants are assigned to work in a professional area on campus. Awards are based on a competitive process. Students should apply for an assistantship by March 15 to be considered for the following academic year. Contact the Associate Provost's Office, 510A North Hall, or (570) 662-4804, for additional information and/ or an application.

## Financial Obligation

Failure to meet your financial obligation by the due dates may result in future registrations blocked and transcripts withheld. The minimum amount required to confirm your registration is your total charge, LESS financial aid, DIVIDED by two, PLUS any beginning balance. Payment of the minimum amount due will allow you to defer the remaining balance due for six weeks. Failure to make full payment will automatically incur a deferred payment fee of \$25. For additional information contact the Student Accounts Office, (570) 662-4888, 206 Doane Center.

## Late Payment Charge

A Late Payment charge will be assessed if a student's account balance (net of approved financial aid) is not paid in full at the end of the semester deferred payment period (six weeks from the start of the semester). The amount of the Late Payment charge is proportional to the account balance as described in the following table.

Account Balance Due (AB)	Late Payment Charge
AB ≤ \$100	\$ 0
\$100 < AB ≤ \$1000	\$10
\$1,000 < AB ≤ \$2500	\$25
\$2,500 < AB ≤ \$5000	\$50
\$5,000 < AB	\$75

**Official Transcript Charge:** An official transcript charge of \$5, to be paid in advance, will be assessed for each official transcript provided by the University. The charge includes the cost of postage to a United States destination. Students desiring special handling or out-of-country mailings will be assessed the cost of those additional services. Unofficial transcripts are provided at no cost.

# POLICIES AND INFORMATION

## Academic Dismissal Policy

A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum of 3.0. Failure to achieve the minimum QPA within one academic year will result in dismissal from the University. If there is an extraordinary reason for which the student believes he/she should be reinstated, the student may appeal to the Associate Provost.

Probationary status does not mean that a student is dismissed from the University. It means that the student is not currently meeting the standard required for graduation and that corrective action is required. A student on probation will receive a letter from the University about the probationary status.

## Academic Integrity

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. The student handbook, The Mountie Manual, outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty.

Faculty are responsible for informing students of course evaluation criteria, for adherence to the stated criteria, and for determining grades in a fair and equitable manner. If a student charges that a faculty member has discharged professional duties in an improper, arbitrary, discriminatory, or otherwise unjustified manner, complaints are considered by the procedures outlined in The Mountie Manual.

### **Academic Standards: Review Board Procedures**

- A. Once the student has received the first dismissal letter and decided to make an appeal before the Academic Standards Review Board, an appointment can be made for the hearing by contacting the associate provost.
- B. Students who have been dismissed a second time do not have the right to appeal to the A.S.R.B.
- C. After a time is scheduled for the hearing, the student is expected to address to the chairperson of the board in a written appeal, stating his/her case. The written appeal may be mailed to the chairperson or brought in by the student to the hearing.
- D. The student will request the department chairperson of his/her major, or a faculty person, to serve as advocate and voting member of A.S.R.B. during the hearing.
- E. Before the student presents his/her case to the board, the student's letter will be read by the A.S.R.B. The voting members of A.S.R.B. will consider all necessary records of the student. The student will then be given the opportunity to address the board.
- F. Following the presentation of the appeal, the board members will vote to determine reinstatement or denial. Students will then receive immediate notification of the decision as well as stipulations imposed by the board to assist the student in achieving academic success. Should the student's chairperson or the faculty member of his/her choice fail to appear, the remaining voting members will determine the decision on any specific case.

Failure to appear in person before the board will finalize the dismissal.

### **Accreditation**

The principal accrediting agencies for Mansfield University are: Middle States Association of Colleges and Schools, the National Association of Schools of Music, National Council of Accreditation of Teacher Education (NCATE), Pennsylvania Department of Education, and the National League for Nursing Accrediting Commission.

### **ACT 48**

Beginning July 1, 2000, ACT 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain active certificates. Teachers wishing to use credit course work taken at Mansfield University to help meet this requirement should visit our website at <http://admissions.mansfield.edu/non-degree.htm>. Teachers are responsible for selecting courses pertaining to their areas of certification or teaching assignments. Contact Lori Cass in the Registrar's Office, (570) 662-4202.

### **Add or Drop a Course**

You may ADD a course during the first seven working days of a semester and DROP a course during the first six working days of a semester.

## **Audit**

If you are interested in auditing a course (attending class, but receiving no grade or credit for it) you must complete a registration form and audit card for the course work requested. These forms are available at the Registrar's Office (matriculating students). Cost of auditing is \$50 per course. You must have permission from the instructor to audit the course. Please note that studio courses in Art, applied music courses in Music and Nursing courses may not be audited. Audited courses do not count toward graduate requirements.

## **Bookstore, Mansfield University**

The University bookstore is located in the Alumni Hall Student Center. Regular store hours are Monday Friday 8a.m. – 4 p.m. For extended hours during the first week of classes, contact the bookstore at (570) 662-4921.

Books/materials for all courses may be purchased online at [www.mansfieldbookstore.com](http://www.mansfieldbookstore.com). Allow two weeks for delivery.

Cap and gown regalia may be purchased from the campus bookstore. Personalized announcements are also available. The bookstore often has extended hours on graduation day, however all graduating students should contact the store for confirmation of store hours.

## **Career Development Services**

Career Development provides an opportunity for student self-evaluation, occupational skills, interests evaluation, and career preparation support. A career library is also available.

The Career Development Center helps students prepare to find employment upon graduation. Job vacancies, civil service opportunities, and teacher vacancies are publicized to students and alumni. On-campus interviews are scheduled and conducted by representatives of business, industry, public schools and civil service agencies. Various career-related events such as job fairs, employer information sessions, panel discussions and featured speakers are sponsored by the Career Development Center. Job search readiness services, including resume critique, mock interviews and planning a job search strategy are also available by appointment.

This office also serves as a testing center for national testing programs relevant to students' future goals such as the Graduate Record Examination (GRE), Miller Analogies Tests (MAT), and the PRAXIS series for teacher certification. Information on other testing programs is also available. For additional information, please call Ms. Julia Overton-Healy at (570) 662-4133, Hemlock Hall.

## **Center for Lifelong Learning**

The Center for Lifelong Learning provides educational opportunities at the graduate level both on-campus, online and at a variety of locations off-campus including graduate credit workshops for teachers and other graduate courses for adults and professionals. The Center for Lifelong Learning is responsible for all distance education course offerings including online courses. Visit our website at [cll.mansfield.edu](http://cll.mansfield.edu), or call CLL directly at 800-661-3640.

## **Certification Programs**

The Teacher Education Unit is responsible for all teacher certification programs at Mansfield University regardless of the department that houses the program. The Unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) at

both the undergraduate and graduate levels. The Teacher Education Unit's guiding principle is that of "Teacher as a Reflective Decision Maker" at the Initial teacher preparation level and "Teacher as Reflective Educational Leader" at the Advanced preparation level. The Unit has adopted Charlotte Danielson's Framework for Teaching as the conceptual framework for guiding students in their development as reflective decision makers. This framework centers on four domains or areas of teacher responsibility: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibility.

## **The Teacher Education Unit Mission**

It is the primary mission of the teacher education unit at Mansfield University to prepare educators to serve the region, the Commonwealth, and the nation. Our graduates will be able to make reflective decisions that are grounded in accepted theory, research, and practice. These decisions will enable the teacher to adapt instruction to individual student differences and to changing conditions within schools and society. The teacher education unit prepares caring, knowledgeable, and effective elementary, secondary, and special education teachers and school librarians. The unit adheres to Pennsylvania's code of professional practice and Chapter 354-General Standards, as well as the standards of multiple other professional organizations (e.g., CEC, INTASC, NSSTA, etc.).

Continuing Enrollment

If a student is not enrolled in courses for two consecutive semesters, they will no longer be considered matriculated, and will be required to reapply to a graduate program if they wish to continue their studies.

## **Cost**

Tuition and fees are set after the catalog is printed. Most current information can be found on the website at [www.mnsfld.edu/%7Eaccounts/](http://www.mnsfld.edu/%7Eaccounts/). Online tuition rates are based on part time or full time student status.

## **Counseling Center**

The University Counseling Center provides free counseling services to all university students and staff. Our primary purpose is to help people grow in a positive and productive direction. We will assist you in understanding yourself, your feelings and emotions, your personal problem areas, and your educational concerns. We will develop a strategy with you to assist in reaching your goals and in helping you to live more effectively. For additional information, please contact (570) 662-4695, Hemlock Hall.

## **Course Load/Time Limit**

A normal academic course load (full-time student) is defined as nine (9) to fifteen (15) credit hours a semester. A maximum of twelve (12) credits may be taken during the summer. Students who wish to schedule more than the maximum must submit a petition to the Associate Provost. The following degree programs, Art, Education, Elementary Education, Music, and Special Education, are to be completed within a maximum of seven years. The School Library and Information Technology program and the Master of Science in Nursing have a five-year time limitation. Students who have completed courses outside of the corresponding program time frame may petition in writing to the Graduate Council for an extension of the time limitation.

## Culminating Requirements

Each degree requires some culminating activity at the end of the master's degree process. (For example: Recital, Exhibition, Departmental Paper, Thesis, and Orals). The nature of the final requirement should be discussed with your advisor early in your graduate program.

## Degree Requirements

To graduate from Mansfield University with a master's degree, you should meet the following requirements:

1. Earn the total number of credits determined by your department (30-36) credits.
2. Earn a minimum 3.0 cumulative quality point average (QPA).
3. Complete ALL course work with a C - grade or better.
4. Satisfactory completion of any creative project, research or thesis, comprehensive exam, graduate music recital or art exhibition required by your department as a culminating project.
5. Notify Registrar's Office of your Intent to Graduate prior to your last term in graduate school. The form can be obtained online at <http://records.mansfield.edu/>.
6. Complete any additional requirements necessary because of deficiencies identified in audition or entry, or because you have chosen to add one or more teaching certifications with your master's degree.

## Due Process

***Academic Standards: Due Process/Complaints:*** Complaints, which may be properly considered by means of the following procedures, include, but are not limited to, complaints about grades or changes in requirements for a course during the semester. Complaints about grades may, among other things, be based upon racial, sexual or religious discrimination or other forms of favoritism; arbitrary, capricious, or unreasonable methods of evaluation; lack of precautions taken by the instructor against cheating or plagiarism; or unfair penalties for legally recognized absences from class or examination.

- A. The student should first present the complaint, orally and informally, to the faculty member involved.
- B. If no agreement is reached at Step A, the student may prepare a written complaint, which contains supporting evidence and indicates the desired solution. This complaint must be submitted to the departmental chairperson and the faculty member within 20 regular semester class days of the date on which the student became aware, or should have become aware, of the occurrence leading to the complaint. The faculty member, the student and the chairperson shall meet to discuss the complaint. The chairperson may conduct whatever informal investigation seems necessary and should attempt to achieve a negotiated settlement. If the complaint is directed against the departmental chairperson, the written complaint must be submitted to the provost/vice president for academic affairs who shall select a senior member of the department to fill the chairperson's role in this procedure.
- C. If the student is still unsatisfied, he/she may have a hearing before a committee specially formed for the purpose. The request for such a hearing must be

presented to the provost/vice president for Academic Affairs within five regular semester class days of the meeting required in Step B. A copy of a written complaint, which may be redrafted before it is submitted, must accompany this request.

- D. The committee to hear the complaint shall be composed of three faculty members, two students, and the designee of the director of Residence Life who shall be a non-voting member and shall serve as chairperson. The chairperson shall be responsible for scheduling and conducting committee meetings and for insuring that the procedures described herein are carried out. The three faculty members of the committee shall be chosen by the chairperson from a list of faculty who have agreed to serve on hearings. The executive committee of the Student Government Association and the vice president for student affairs shall select the two student members. The committee shall adopt its' own rules of procedure, consistent with these guidelines.
- E. The student and the faculty member shall each appear before the committee at the same time. A member of the academic community to act as an advocate may accompany each.
- F. The student and the faculty member may each present to the committee such witnesses as they feel are desirable.
- G. The committee may conduct an investigation and collect evidence. The student and the faculty member must be given this evidence and each afforded an opportunity to rebut it.
- H. The faculty member shall make all pertinent materials and grading records available to the committee. The committee may, at its discretion, make available to the student those records, or portions thereof, which it judges to be relevant in light of the student's allegations.
- I. The committee shall consider the evidence and make a recommendation to the faculty member as to how the complaint shall be settled. The faculty member should be guided by, but is not bound by, this recommendation.
- J. If either party is still dissatisfied, he/she may appeal to the provost/vice president for Academic Affairs.
- K. The provost/vice president for Academic Affairs shall hear the evidence by each side and may collect further evidence as desirable. Both sides must be given access to such evidence and given the opportunity to rebut it.
- L. The Provost/Vice President for Academic Affairs shall take whatever action is felt necessary to restore equity in the situation, with the provision that a course grade may not be altered to A, B, C, or D, nor may a grade of F be altered to P, without the consent of the faculty member who assigned the grade. Any grade may be altered to W and any passing grade may be altered to P without such consent.

## Email Accounts

All registered students will receive a Mansfield University email account.

## Graduate Academic Year Definition

Mansfield University's academic year is a period that contains 30 weeks of instructional time during which a full-time student is expected to complete at least 18 semester hours. The academic year is further described as a Scheduled Academic Year (SAY) that starts at the beginning of fall semester and ends on the last day of the spring semester. The summer sessions are designated as "trailer" terms which follow the SAY. On an individual basis, a student's academic year can be changed to a Borrower-Based Academic Year (BBAY) when determining financial aid eligibility. A BBAY is not fixed period of calendar time; instead the beginning and ending dates depend on the student's enrollment and progress. The BBAY does not end until the student has completed the number of weeks and the number of hours in the academic year.

## Grading System

A written syllabus, which includes the criteria for academic evaluation, is provided by instructors prior to the end of the first week of class. Mansfield University uses a 4-point grading scale, as shown below, to evaluate academic performance.

<b>Grades</b>	<b>Interpretation</b>	<b>Quality Points</b>
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Above Average
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	Acceptably Passing
D	1.0	
D-	0.7	Does not count toward graduation
F	0.0	
		Failure

The following designations may be used in addition to the grades shown above:

AU	Audit
I	Incomplete
S	Satisfactory (C- grade or better)
U	Unsatisfactory
W	Withdrawal from a course after the drop period

The cumulative quality point average (QPA) is determined by dividing the total number of quality points earned by the total number of credit hours of work attempted. The cumulative QPA is the index by which a student's academic standing is judged.

## Graduate Courses - What is a Graduate Course?

Mansfield University graduate courses represent either specialized or advanced study within a broad-based discipline offering or supporting graduate studies at Mansfield University. The following criteria describe distinctive features of Mansfield University's graduate courses. Tangible evidence of the criteria should be included in course syllabi and student requirements.

1. Course content is at more advanced levels of depth and understanding than that offered in the undergraduate curriculum.
2. Course topics are supported by a significant body of professional literature and, except in emerging areas of inquiry, there are significant theoretical and research bases for course content.



3. Reading and reflection support graduate learning. Therefore, graduate courses include adequate time for you to read course-related materials and to reflect on what you are learning.
4. Graduate students should be developing professional beliefs and opinions that they can articulate and substantiate with support from professional and scientific literature.
5. Courses will provide significant opportunities for students to interact with the course instructor and with other graduate students enrolled in the course. In distance education situations, face-to-face interactions between instructor and students are encouraged to the degree they are possible.
6. Graduate courses at Mansfield University attempt to reflect diversity as related to culture, ethnic groups, gender, age and value systems.
7. When graduate courses are offered in cross-listed arrangements with undergraduate courses, the syllabus and course proposal forms must be clearly differentiated: a) assignments, b) evaluation methods, and c) experiences

## **Graduate Degree plus Pennsylvania Teacher Certification**

Many graduate students choose to pursue an initial or added area of certification in conjunction with their graduate studies. In many cases, some of the courses required for the degree program also apply to the certification program. If you wish to pursue certification, contact the Field Experience Office, 207 Retan Center, (570) 662-4024 to initiate a certification program. You will need to provide a current negative TB tine test, ACT 34 (criminal record check), and ACT 151 (child abuse) clearance to enter a certification program. Non-resident students must also complete a fingerprint clearance. . Forms for clearances can be found online at [www.mansfield.edu/lteacher](http://www.mansfield.edu/lteacher).

## **Human Subject Research Policy**

Research projects undertaken by Mansfield University students, staff, or faculty members must be approved prior to involvement of human subjects and the initiation of the research project. The review process is intended for the protection of the human subjects and shall be the sole object of the review.

The Mansfield University Institutional Review Board (IRB) is the final authority in determining approvals of human subjects research. To apply for a request for review of research, contact your department chairperson who will give you a copy of the guidelines, application form, and a sample informed consent form. You must submit two copies of the Request for Review of Research form and one copy of the Informed Consent form to your department chair. Depending on the nature of the research, and the potential risks to subjects, the department will undertake a departmental review of the application, or they will forward it to the IRB Chairperson for board review.

Copies of the IRB guidelines and forms are also available at the university web site: <http://www.mnsfld.edu/grantsde> or by contacting Dr. Francis Craig, Chairperson of the IRB, South Hall. Persons undertaking human subjects research should plan to submit their applications at least 3-4 weeks prior to the proposed research project start.

## **Identification Cards**

Student ID cards are available at the CCSI office (College Community Services, Inc.), at 327 Alumni Student Center (floor 3M). All students, off-campus included, must have an MU ID card. The card enables the student to check out library materials and receive discounts

on many cultural and entertainment productions. In addition, ID cards are used to access the Library website from off-campus and may be used for the printers and copy machines in North Hall Library and various locations on campus. Student ID cards must be carried at all times and shown upon request to authorized personnel. ID's are examined at the library, at athletic events, and at various campus activities. The cost of the ID card is \$5 for new students. (Replacement cards are \$10). Regular office hours are Monday - Friday from 8 a.m. - 4 p.m. Extended hours are available during the first two weeks of classes but vary each semester, therefore please contact the CCSI office at (570) 662-4929.

## **Incomplete (I)**

An incomplete grade (I) is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student. The "I" grade is submitted by professors at their discretion on the grade scan form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the "I" to a letter grade. The student is responsible for the removal of an "I" grade prior to the end of the following academic semester or it will become an "F" grade.

## **Independent Study and Individualized Instruction**

***Guidelines for Independent Study and Individualized Instruction.*** Independent Study and Individualized Instruction provide academic opportunities that can enhance a student's education. They also are offered at considerable financial cost if one considers the number that may be supported across the university in a particular semester. Approval of these activities requires a careful consideration of academic, individual, and financial considerations. These guidelines are based primarily on the current Mansfield University Catalog. Phrases are underlined for emphasis. Bullets are added to note administrative expectations designed to promote fair and consistent decisions about these activities.

***Independent Study (IS)*** is available in each curricular field. The appropriate curricular prefix precedes the course number 4497, and the credit hours vary from one to three.

Independent Study may be repeated for more than three credit hours total, but each Independent Study project may be for no more than three credit hours.

Independent Study is an activity initiated by you to increase your already advanced knowledge in a particular academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field.

To request approval for an Independent Study, prepare a contract (available at the Registrar's Office) which then must be completed and approved by the faculty director, department chairperson and Office of the Provost. A request for Independent Study must be completed prior to the start of the semester or summer session for which the Independent Study is sought.

Independent studies will be approved only where there is sufficient evidence of the potential of the study to advance the student's scholarly development.

All requests for Independent Study should be accompanied by an appropriate and scholarly proposal that has been carefully reviewed by the student and the faculty director who will supervise the independent study.

The proposal should include a plan of activities to be undertaken, the "products" to be expected from the study (for example, a paper, a performance, a research report, or presentation to a departmental symposium), a timetable for the study and an estimate of

the amount of effort that will be applied to the study so that the appropriate amount of credit can be assessed.

Only in rare instances would more than two independent study proposals be approved as part of a student's curriculum.

**Individualized Instruction (II)** is available on a restricted basis. Ordinarily permission to take a course by Individualized Instruction is reserved for students who are close to graduation and who have not been able to meet a degree requirement either because the course has not been available or because of some other mitigating circumstance.

A student's decision to move from the Mansfield area or a conflict with another obligation, such as a job, would not normally be sufficient to justify an Individualized Instruction. A call to military service or a serious extended illness, on the other hand, may be viewed as sufficient mitigating circumstances.

An Individualized Instruction would not normally be approved if there is evidence that a student delayed taking a course or dropped a course earlier in their academic career and did not make a clear attempt to complete it as part of a regular schedule.

In instances where there are repeated requests from a department to offer a course via Individualized Instruction, it would be advisable for the department to reassess their ability to support the curriculum.

A request for a course by Individualized Instruction (available at the Registrar's Office), must be completed and approved by the faculty director, department chairperson, and the Office of the Provost. A request for Individualized Instruction must be completed prior to the start of the semester or summer session for which the Individualized Instruction is sought.

Requests for Individualized Instruction should be accompanied by a detailed justification and explanation of the mitigating circumstances that require the course to be taken in this manner, a current course syllabus that outlines the material to be covered, a timetable for the instruction, and the means of assessment that will be applied to determine the grade assigned.

## **Intent to Graduate**

One year prior to your intended date of graduation, you should complete the "Intent to Graduate" (diploma) form and submit it to Registrar's Office, 209 Doane Center. This form can be obtained online at <http://records.mansfield.edu/>.

## **Library**

Mansfield University has one of the newest and most electronically advanced libraries in the United States. The recently renovated six-story North Hall provides an elegant 19th century setting where you can access information from around the world through our computers and links to the Internet.

- 1) The library is located on the first four floors of North Hall and has several special features to promote the efficient use of information in both printed and electronic forms. The library has been designed to highlight traditional subject strengths such as those for music and education and also to provide immediate access to electronic information via extensive computer networking.

- 2) If you need help using the resources housed in the library, there are several service points with the most comprehensive one being the Information Desk on the second floor, north wing. The personnel who staff this area will be able to help you with traditional reference questions on how to use printed and electronic resources and will also provide advice on equipment problems. Other more specialized service points are: 1) the Circulation Desk in the entrance lobby which includes the printed reserve collection, laptops and other multimedia materials and reserves are located here as well, and 2) the Microfilms/Periodicals Desk in the atrium on the third floor. Printed brochures available throughout the library provide answers to commonly asked questions about library resources and services.

## **Library Policies**

- 1) A Mansfield University ID card is necessary each time any materials are checked out including library use only reserve items. ID cards and circulation privileges are not transferable and are intended for use only by the person in whose name they were issued. A lost or stolen ID card should be immediately reported at the Circulation Desk.
- 2) General circulating materials such as books, curriculum guides, government documents, pictures, and textbooks circulate for a four-week period for students (2-week grace period). Other item loan types include:
  - a. Bestsellers - two weeks (1-week grace period)
  - b. Laptop computers - library use only
  - c. Media Materials - audio and videocassettes, phono discs, compact discs, and audio and video cassette players - one week (no grace period)
  - d. Reserve Materials - loan periods are assigned by the professor and are as follows: library use only, one day, three days, or one week. The Library is now offering electronic reserves so you may access the materials from outside the library and from off campus. Please check with your instructor or the Circulation Desk personnel to determine if the materials you need are available electronically if you cannot verify it yourself.
- 3) Most items may be renewed in person (please no telephone calls) unless reserved for another patron. Renewals may be made without having the materials present if the patron has a Mansfield University ID card. Online renewal - Patrons can now renew their library material online. See the library home page for information on how to do this.
- 4) A patron may place a hold on any item that is in circulation except for course reserves. When the item is available, the requestor will be notified and the item will be held at the Circulation Desk for one week.
- 5) After an item has been in circulation for two weeks, it may be recalled at the request of another patron. The recall notice will allow one week for the return of an item to the library. Items needed for course reserve will be recalled by the library immediately.
- 6) All materials should be returned to the Circulation Desk. When the library is closed, books may be deposited in the book return located on the east wall, left of the front entrance. Please do not place media materials in the book return as they are easily damaged.

- 7) A reminder listing overdue items may be sent to the patron when items are not returned by the due date. Library patrons who return all the listed items within the grace period will not be subject to overdue fines.
- 8) General circulating items not returned by the end of the grace period are assessed a fine of \$0.25 per day from the due date. Overdue reserve materials will incur an immediate fine of \$2 per day. Certain types of materials will have higher fines. All media materials except reserves and laptops circulate for one week with no grace period. Fines: cassettes, compact data discs, compact discs, diskettes, kits, overlays, phono disks, models, slides, tests, videocassettes - \$0.25 per day; video players - \$10 per day.
- 9) All patrons are responsible for replacement fees for lost or non-returned items. Charges will be based on an average price for the item plus a \$10 processing fee. Refunds for materials returned to the library after replacement charges have been paid are given only if the item has not been replaced or withdrawn from the collection.
- 10) Unpaid fines or an excessive number of overdue items will result in a loss of borrowing privileges. Unresolved charges will be turned over to the Revenue Office for collection resulting in a block on future class registrations and transcript requests.
- 11) The library uses an electronic security system, which detects any materials that are not checked out. Individuals who attempt to leave the library with materials that have not been checked out from the library are automatically referred to the University Police.
- 12) Food, beverage, and tobacco products may not be used in the library.

## **Online Programs and Courses**

Mansfield University online programs were designed specifically for working professionals to address their educational needs. Mansfield University offers three graduate programs online including the Masters of Education in School Library & Information Technology, the Masters of Nursing, and the Masters of Education in Art Education. Mansfield online will help you to attain your degree while learning from the convenience of your home, office regardless of your travel or work schedule.

Mansfield University uses Blackboard Learning System as the platform for delivery of the online programs and courses. Students can access all essential resources online including advising, library services, and online bookstore, and more. Online delivery allows students and faculty to engage in ongoing discussions, interaction, and learning across time zones. The convenience and flexibility of online learning is well established. For more information contact the Center for Lifelong Learning, 205 Memorial Hall, or call 800-661-3640, or visit the website at: [online.mansfield.edu](http://online.mansfield.edu).

## **People with Disabilities Policy**

Section 504 of the Rehabilitation Act of 1973 provides that “no otherwise qualified individual with a disability shall, solely by reason of her/his disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance.” Section 504 prohibits discrimination against individuals with disabilities in recruitment, testing, admissions, or after being admitted to a college/university. Mansfield University is committed to making the necessary adjustments so that students with disabilities are able to fulfill academic requirements and

to ensure that they are not excluded from programs because of their disability. Inquiries should be directed to the Affirmative Action Office, 118 Alumni Hall, or call (570) 662-4892.

## Petition

**Program Variance:** under special circumstances, curriculum requirements may be modified. A department chairperson may substitute or waive major course requirements by informing the Registrar's Office in writing of such requested program change. Graduate students may petition the Associate Provost for other program variances.

**Waiver of University Policies or Regulations:** when any rule or regulation of the university causes an unfair hardship, you may petition the Associate Provost for an exception. You should contact your advisor for assistance in preparation of a petition. Petitions are available online at <http://records.mansfield.edu/>.

## Repeating a Course Policy

When a student repeats a course, the last grade received shall be used in computing the cumulative quality point average (QPA). Previous grades for repeated courses will still appear on the transcript. Students must notify the Registrar's Office if they intend to repeat a course. Registrar's Office, 209 Doane Center, (570) 662-4202.

## Residency

As a student, you are classified as a Pennsylvania resident for tuition purposes if you have a Pennsylvania domicile. Domicile is the place where you intend to and do permanently reside. Because the determination of whether you intend to reside indefinitely in Pennsylvania is subjective, documentary evidence, statements from disinterested persons, and the presumptions set forth below are considered:

- a) Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania creates a presumption of domicile. A student is presumed not to be a domiciliary if she/ he has resided for a shorter period before attending an institution of higher education, but the student may rebut this presumption by clear and convincing evidence.
- b) Students who are not United States citizens and have nonimmigrant visas or lack a visa are presumed not to be domiciled in Pennsylvania, but they may rebut this presumption by clear and convincing evidence.
- c) A minor is presumed to have the domicile of her or his parents or guardian. The age of majority for establishing a domicile for tuition purposes is 22. However, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.
- d) A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has



continuously maintained Pennsylvania as his or her declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania residents.

- e) A student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania, is presumed to be domiciled in the state from which she/ he is receiving financial aid..

A student may challenge her/his residence classification by submitting a written appeal to the controller. If the student is not satisfied, the decision may be appealed in writing to the Office of the Chancellor, State System of Higher Education, within 30 days. The decision of the Chancellor is considered final. The effective date of any reclassification, resulting from the student's challenge, is determined by the controller based on when the petition was filed. A student who changes domicile from Pennsylvania to another state must promptly give written notice to the university.

## **Sexual Harassment Policy**

Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Act, Title IX of the Education Amendments of 1972, and of the Pennsylvania Human Relations Act. Because the university is committed to providing an environment where each person can learn and work to her or his fullest capacity, the university does not tolerate sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment occurs when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or a student's academic status or treatment.
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

If you believe you have been a victim of sexual harassment, or if you have any questions about The University's policy, contact the Affirmative Action Office, 118 Alumni Hall, or call (570) 662-4892. Existing affirmative action guidelines are used in processing complaints.

## **Summer School**

The Summer School program is designed to meet the needs of a variety of students. A wide range of educational opportunities include credit courses for graduate students as well as workshops, Act 48, travel abroad credit courses, teacher education, and other fields of study. Summer courses include traditional in-classroom experiences as well as online courses.

Teachers and graduate students will find courses in the summer program to serve a variety of needs. They may enroll to complete requirements for permanent certification, take refresher courses in their field of specialization, earn certification in a new field, or take academic coursework to meet ACT 48 requirements.

The Summer Session is available online. You can visit our website ([summer.mansfield.edu](http://summer.mansfield.edu)) to view the Summer Session course offerings including both on & off campus courses and online offerings.

## **Time Limitations**

The following degree programs, Art, Education, Elementary Education, Music, and Special Education, are to be completed within a maximum of seven years. The School Library and Information Technology and Nursing programs have a five-year time limitation. Students who have completed courses outside of the corresponding program time frame, may petition in writing to the Associate Provost for an extension of the time limitation. Graduate students who are not enrolled for more than three consecutive semesters, must re-apply for admission. There will be no new admission fee assessed for this process.

## **Transferring Credits**

Mansfield University may accept a maximum of six (6) semester hours in transfer from an accredited college/ university and if the courses:

- A. Would have been counted toward a graduate degree from the sponsoring institution.
- B. Are appropriate for your program at Mansfield University as determined by the department offering the degree program and the grades are B or better (if the previous school awarded a "P" grade, and this is verified as equal to a B or better, then it will be accepted).
- C. Were taken within a 7 year (5 year for The School Library and Information Technologies and Nursing programs) time period prior to admission. Any courses beyond the qualified time periods become a departmental decision.
- D. Are included on an official graduate transcript received by Mansfield University

A "Request to Transfer Graduate Credit(s)" form can be obtained online at <http://admissions.mansfield.edu/forms.cfm>.

## **Undergraduate Taking Graduate Courses**

An undergraduate student at Mansfield University may enroll in a graduate course (5500 level) if the student is within 18 semester hours of having satisfied the requirements for the bachelor's degree (as certified by the Registrar's Office) for graduate credit upon conferral of the bachelor's degree. This does not imply automatic admission into a Graduate Program.

Graduate courses may be applied toward an undergraduate degree upon approval of the "Request for Permission to Enroll in Graduate Courses for Undergraduate Credit" form, which is available online at <http://records.mansfield.edu/> and satisfactory completion of such courses.

## **The University Calendar**

Our regular academic calendar consists of a fall semester that ends before Christmas and a spring semester that ends in early May. We also offer three summer sessions from May to August with a larger percentage of graduate courses being offered during the final six-week session (July and August).



## Withdrawal from a Course

After the drop period, you may withdraw from a course until 4 p.m. the Friday of the ninth week of classes. You need to complete a course withdrawal form and have it signed by the course instructor. (A withdrawal form can be obtained from the Registrar's Office). Once you have the required signatures, submit the form to the Registrar's office in 209 Doane Center. A "W" will be recorded in the permanent record and will not be calculated in the quality point average (QPA). A student who withdraws from all courses is automatically withdrawn from the University.



# DEGREE PROGRAMS

## ART

### **Online Master of Education (M.Ed.), Art Education**

*Ms. Martha Whitehouse, Assistant Professor*

*117 Allen Hall, (570) 662-4500, e-mail [mwhiteho@mansfield.edu](mailto:mwhiteho@mansfield.edu)*

*Ms. Susan W. Sweet, Center for Lifelong Learning*

*Memorial Hall, (570) 662-4849, email [ssweet@mansfield.edu](mailto:ssweet@mansfield.edu)*

The M.Ed. in Art Education emphasizes academic mastery of Art Education with a research paper requirement. This program is designed for graduate students who are already certified in art education or who have met the requirements for teaching art in their native country. Individuals admitted to the program are required to be certified art teachers within one of the fifty states; non-United States citizens must provide proof that they have met the requirements to teach art in their respective countries. The program attracts talented, dedicated, and self-motivated graduate students who wish to become more informed about pedagogy and professional research. The conceptual framework advocates a model of art education that encourages graduate students to become leaders in their field. This Mansfield University online Master's program is done in collaboration with Lock Haven University; the majority of the courses for this program are Mansfield University courses. LH indicates that Lock Haven University is offering the course; otherwise all other courses are offered by Mansfield University. Students must have an undergraduate GPA: 3.0 or above to be admitted to the program. The candidate for the M.Ed. in Art Education must complete a minimum of 33 semester hours of approved study. The program does not lead to certification in art education. For full participation in this program it is expected that students will have access to a digital camera for project documentation. Students possessing a Baccalaureate degree who desire a Masters in Art Education and are not currently certified as art teachers may pursue certification at the undergraduate level while also enrolled in the Masters program. Interested students should contact the admissions office or Asst. Chair Martha Whitehouse for additional information regarding this option.

## **I. CORE ART EDUCATION REQUIREMENTS**

A. EDUCATION REQUIREMENTS (21 SH)			SH
EDTL	604	Designing Assessments Using Performance Standards (LH)	3
EDTL	692	Reflective Practice and Action Research 1 (LH)	3
ARE	5534	Application of Aesthetic Theory	3
ARE	5535	Art for Students with Diverse Needs	3
ARE	5536	History and Philosophy of Art Education	3
ARE	5537	Art Across the Curriculum	3
ED	5505	Educational Psychology (summer offering)	3

## **II. EDUCATION ELECTIVES (choose one 3 SH)**

EDTL	603	Educational Assessment Strategies (LH)	3
EDTL	609	Classroom Management and Control (LH)	3
EDTL	618	Understanding the Role of Cognition and Social Skills in the Classroom (LH)	3

### III. ART HISTORY ELECTIVES (6 SH)

ARH	5***	Any Graduate Level Art History Course	3
ARH	5***	Any Graduate Level Art History Course	3

### IV. RESEARCH PAPER (3 SH)

ARE	5598	Research Paper	3
Total Semester Hours			33

## EDUCATION

### Master of Education (M.Ed.), Elementary

### Master of Science (M.S.), Education

*Dr. Celeste Burns, Chairperson*

*Retan Center, (570) 662-4564, e-mail [cburns@mansfield.edu](mailto:cburns@mansfield.edu)*

Teaching requires knowledgeable, creative, and committed professionals who make strong decisions on behalf of their students. Through advanced studies in education, graduate students become more knowledgeable, skilled and confident teacher leaders. They also learn to support their colleagues, to be lifelong learners, and to lead by example. Courses and research experiences in the graduate program are designed to prepare reflective educational leaders. The program is also designed to develop advanced knowledge in research, curriculum, supervision, and adapting instruction to meet the needs of all learners. In the M.Ed. and M.S.Ed. programs, students build upon their undergraduate programs of study in individualized tracks. Each graduate student completes a common core of courses, professional education courses according to student background, and a concentration, which may be in children's literature P-12, instructional technology, or history at the secondary education level, or in preparation for reading specialist certification (for those already certified in another area). Other areas of specialization may be individually developed with assistance from the student's advisor. The minimum number of semester hours required for the degree is 33 (or 30 if the thesis option is completed).

## Curriculum Tracks

### ELEMENTARY, M.ED. AND SECONDARY, M.S.ED.

Mansfield University offers two degree choices in Education at the graduate level: M.Ed., Elementary and the M.S.Ed., Education. The M.Ed. is chosen by those pursuing a master's degree with an elementary emphasis, and the M.S.Ed. is chosen by those pursuing a master's degree with a secondary emphasis. With either degree, students will be placed in a curricular track based on 1) whether or not certification in an area of education is already held, and 2) the area of specialization they are pursuing through the master's degree.

### I. STUDENTS WITH A CERTIFICATION IN THE AREA OF EDUCATION in which they are pursuing a master's degree: (Example: Candidate holds certification in Elementary Education and is pursuing M.Ed. in Elementary Education)

#### A. EDUCATION CORE (15 SEMESTER HOURS REQUIRED)

ED	5500	Methods and Materials of Research
ED	5554	Curriculum: Principles & Contemporary Thought
SPE	5530	Seminar on Cultural Diversity in Education
SPE		Any special education course EXCEPT for SPE 5550 Advanced Curriculum & SPE 5570 Clinical Practicum
ED	5592	The Teacher and Educational Leadership

## B. PROFESSIONAL EDUCATION (6 SEMESTER HOURS REQUIRED)

- ED 5505 Educational Psychology\* OR ED 5545 Analysis & Evaluation of Pupil Growth\*\*
- ED 5596 Supervision: Principles and Current Practices OR one ED 5531-5535 Foundations of Education\*\*\*

\*Not required if ED 2205 Educational Psychology or equivalent was taken at undergraduate level.

\*\*Not required if ED 3260 Assessment in Ed or equivalent was taken at undergraduate level.

\*\*\*Both ED 5596 Supervision and one of the ED 5531-5535 Foundations of Education courses may be taken if both ED 2205 and ED 3260 or equivalents were taken at the undergraduate level.

## C. CONCENTRATION (12 SEMESTER HOURS REQUIRED)

**Elementary Emphasis:** ELE 5503, ELE 5523, ELE 5550, ELE 5584, ELE 5586, or ELE 5587.

Any 12 of these 18 credit hours may be selected under departmental advisement and according to student need.

**Secondary Education:** for example, History Emphasis: HST 5531, HST 5532, HST 5533, & one additional graduate level history course or one ED course with a history emphasis within the course.

**Technology Emphasis:** ED 5580, ED 5582, ED 5583, and ED 5584.

**Children's Literature Emphasis:** (Online Concentration) ED/ELE 5560, ED/ELE 5561, ED/ELE 5562, ED/ELE5565, ED/ELE 5567, ED/ELE 5568, ED/ELE 5569. Any 12 of these 21 credit hours may be elected under departmental advisement and according to student need.

**Other:** To be developed under departmental advisement for coherence and to address student need.

## II. STUDENTS WITH A CERTIFICATION IN THE AREA OF EDUCATION AND SEEKING ADDED CERTIFICATION AS A READING SPECIALIST. (Added certification only; candidate must hold certification in some education field. Candidate can apply for PA reading specialist certification simultaneously with other teaching certification, but cannot apply for first certification in reading. Thesis option is not available.)

### A. EDUCATION CORE (12 SEMESTER HOURS REQUIRED)

- ED 5500 Methods and Materials of Research
- ED 5596 Supervision: Principles and Current Practices
- SPE 5530 Seminar on Cultural Diversity in Education
- ED 5592 The Teacher and Educational Leadership

### B. READING RELATED ELECTIVE (3 SEMESTER HOURS REQUIRED)

- SPE Any graduate special education course EXCEPT for SPE 5550 Advanced Curriculum & SPE 5570 Clinical Practicum
- OR
- ED/ELE Any graduate reading, children's literature, or language arts course

### C. CONCENTRATION (18 SEMESTER HOURS REQUIRED)

- ELE 5523 Foundations of Reading
- ELE 5524 Diagnosis of Reading Difficulties
- ELE 5528 Developmental and Remedial Reading in the Middle and Secondary School
- ELE 5529 Remediation of Reading Difficulties

ELE 5530 Reading and Study Practicum (Elementary)

ELE 5531 Reading and Study Practicum (Secondary)

**III. STUDENTS WITH A CERTIFICATION IN AN AREA OF EDUCATION, BUT NOT THE AREA IN WHICH THEY ARE PURSUING ADDITIONAL CERTIFICATION OR A MASTER'S DEGREE.** (Example: Candidate holds certification in Special Education, but is seeking a master's degree or certification in Elementary Education.)

**A. EDUCATION CORE (15 SEMESTER HOURS REQUIRED)**

ED 5500 Methods and Materials of Research

ED 5554 Curriculum: Principles & Contemporary Thought

SPE 5530 Seminar on Cultural Diversity in Education

SPE Any special education course EXCEPT for SPE 5550 Advanced Curriculum & SPE 5570 Clinical Practicum

ED 5592 The Teacher and Educational Leadership

**B. PROFESSIONAL EDUCATION (6 SEMESTER HOURS REQUIRED)**

ED 5505 Educational Psychology\* OR ED 5545 Analysis & Evaluation of Pupil Growth\*\*

ED 5596 Supervision: Principles and Current Practices  
OR one

ED 5531-5535 Foundations of Education\*\*\*

\*Not required if ED 2205 Educational Psychology or equivalent was taken at undergraduate level.

\*\*Not required if ED 3260 Assessment in Ed or equivalent was taken at undergraduate level.

\*\*\*ED 5596 Supervision and one of the ED 5531-5535 Foundations of Education courses may be taken if both ED 2205 and ED 3260 or equivalents were taken at the undergraduate level.

**C. CONCENTRATION (12 SEMESTER HOURS REQUIRED)**

**Elementary Emphasis:** ELE 5503, ELE 5523, ELE 5550, ELE 5584, ELE 5586, or ELE 5587. Any 12 of these 18 credit hours may be selected under departmental advisement and according to student need.

**Secondary Education:** for example, History Emphasis: HST 5531, HST 5532, HST 5533, & one additional graduate level history course or one ED course with a history emphasis within the course.

**Technology Emphasis:** ED 5580, ED 5582, ED 5583, and ED 5584.

**Children's Literature Emphasis:** (Online Concentration) ED/ELE 5560, ED/ELE 5561, ED/ELE 5562, ED/ELE5565, ED/ELE 5567, ED/ELE 5568, ED/ELE 5569. Any 12 of these 21 credit hours may be elected under departmental advisement and according to student need.

Other: To be developed under departmental advisement for coherence and to address student need.

**IV. STUDENTS WITHOUT CERTIFICATION IN AN AREA OF EDUCATION AND PURSUING CERTIFICATION IN EDUCATION:** (Example: Candidate holds a bachelor's degree in an area such as communications and is seeking certification in Education.)

**A. EDUCATION CORE (15 SEMESTER HOURS REQUIRED)**

ED 5500 Methods and Materials of Research

ED 5554 Curriculum: Principles & Contemporary Thought

SPE 5530 Seminar on Cultural Diversity in Education

- SPE            Any special education course EXCEPT for SPE 5550 Advanced Curriculum & SPE 5570 Clinical Practicum
- ED 5592        The Teacher and Educational Leadership

**B. PROFESSIONAL EDUCATION (9 SEMESTER HOURS REQUIRED)**

- ED    5505    Educational Psychology
- ED    5545    Analysis & Evaluation of Pupil Growth
- ED 5531-5535    Foundations of Education (One)

**C. CONCENTRATION (9 SEMESTER HOURS REQUIRED)**

**Elementary Emphasis:** ELE 5503, ELE 5523, ELE 5550, ELE 5584, ELE 5586, or ELE 5587.  
Any 9 of these 18 credit hours may be selected under departmental advisement and according to student need.

**Secondary Education** – for example, History Emphasis: HST 5531, HST 5532, HST 5533, & one additional graduate level history course or one ED course with a history emphasis within the course. Any 9 of these 18 credit hours may be selected under departmental advisement and according to student need.

**Technology Emphasis:** ED 5580, ED 5582, ED 5583, or ED 5584.

**Children's Literature Emphasis:** (Online Concentration) ED/ELE 5560, ED/ELE 5561, ED/ELE 5562, ED/ELE 5565, ED/ELE 5567, ED/ELE 5568, ED/ELE 5569. Any 9 of these 21 credit hours may be elected under departmental advisement and according to student need.

**Other:** To be developed under departmental advisement for coherence and to address student need.

**IV. STUDENTS WITHOUT CERTIFICATION IN AN AREA OF EDUCATION AND PURSUING ONLY A MASTER'S DEGREE IN EDUCATION:** (Example: Candidate holds a bachelor's degree in an area such as communications and is seeking a master's degree in Education.)

**A. EDUCATION CORE (15 SEMESTER HOURS REQUIRED)**

- ED    5500    Methods and Materials of Research
- ED    5554    Curriculum: Principles & Contemporary Thought
- SPE   5530    Seminar on Cultural Diversity in Education
- SPE            Any special education course EXCEPT for
- SPE    5550    Advanced Curriculum & SPE 5570 Clinical Practicum
- ED    5592    The Teacher and Educational Leadership

**B. PROFESSIONAL EDUCATION (9 SEMESTER HOURS REQUIRED)**

- ED    5505    Educational Psychology
- ED    5545    Analysis & Evaluation of Pupil Growth
- ED 5531-5535    Foundations of Education (One)

**C. CONCENTRATION (9 SEMESTER HOURS REQUIRED)**

**Elementary Emphasis:** ELE 5503, ELE 5523, ELE 5550, ELE 5584, ELE 5586, or ELE 5587.  
Any 9 of these 18 credit hours may be selected under departmental advisement and according to student need.

**Secondary Education** – for example, History Emphasis: HST 5531, HST 5532, HST 5533, & one additional graduate level history course or one ED course with a history emphasis within the course. Any 9 of these 18 credit hours may be selected under departmental advisement and according to student need.

**Technology Emphasis:** ED 5580, ED 5582, ED 5583, or ED 5584.

**Children's Literature Emphasis:** (Online Concentration) ED/ELE 5560, ED/ELE 5561, ED/ELE 5562, ED/ELE5565, ED/ELE 5567, ED/ELE 5568, ED/ELE 5569. Any 9 of these 21 credit hours may be elected under departmental advisement and according to student need.

**Other:** To be developed under departmental advisement for coherence and to address student need.

**Thesis Option - (6 SH)**

Candidates must have completed ED 5500 and consulted with their advisors when selecting this option. It is expected that the thesis would be in the subject area of specialization. The thesis option is not available to those students seeking added reading specialist certification.

## V. AREA OF SPECIALIZATION OR ADDED CERTIFICATION

### A. CHILDREN'S LITERATURE P-12 (ONLINE CONCENTRATION)

This concentration in children's literature will provide graduate students the opportunity to survey children's literature for children from birth to young adulthood. Emphasis is placed on selection, evaluation, and integration of quality children's literature of all genres into the curriculum from preschool through senior high school. Students may choose to focus on literature for young children, children in the intermediate grades, or adolescents by selecting courses relevant to their interests.

Courses	SH
ED/ELE 5560 Children's Literature, A Multi-Cultural Approach	3
ED/ELE 5561 Children's Literature, N-3	3
ED/ELE 5562 Cross Curricular Teaching with Children's Literature	3
ED/ELE 5565 Literature for the Middle Grades	3
ED/ELE 5567 Adolescent and Young Adult Literature in the Content Areas	3
ED/ELE 5568 Selected Topics in Children's Literature	3
ED/ELE 5569 Children's Literature: Related Research	3

### B. CONTENT AREA SPECIALIZATION

Students work closely with their graduate advisors to develop fifteen semester hour specializations that have coherence within the selected course work and relevancy to their teaching fields. For the most part, graduate courses in the area of specialization should be chosen from among current Mansfield University offerings. Because offerings may be limited in selected fields of study, students may also consult with their academic advisors about the possibilities of incorporating other graduate work transferred from accredited graduate institutions.

### C. INSTRUCTIONAL TECHNOLOGY

This program is designed for classroom teachers, school administrators, and other education professionals. While no prior experience with computers is required for any of the computers-in-education courses, candidates should take ED 5580 as early as possible in the program. ED 5541 Selected Topics may be used for individual projects and research in the field. The following courses are regularly offered and other computer courses may be taken with an advisor's consent:

Courses	SH
ED 5580 Instructional Technology – Internet Integration across the Curriculum	3
ED 5582 Instructional Technology – Introduction to Multimedia	3

ED	5583	Instructional Technology – Advanced Multimedia	3
ED	5584	Instructional Technology – Web Design and Development For Educators	3

#### D. READING SPECIALIST CERTIFICATION (P-12)

Candidates may wish to extend their undergraduate preparation to include added certification as a Reading Specialist (P-12). Graduate semester hours completed for this program of study may be applied toward a Master's degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to added certification. (See Curriculum Track II for courses.)

## SCHOOL LIBRARY AND INFORMATION TECHNOLOGIES

### Online Master of Education (M.Ed.), School Library and Information Technologies

*Cynthia Keller, Chairperson,*

717-709-0032(home office); email [ckeller@mansfield.edu](mailto:ckeller@mansfield.edu)

The mission of the School Library & Information Technologies graduate program is to empower school library media specialists with the skills and knowledge to assume an essential leadership role in their schools as teachers, instructional partners, information specialists, and program managers of library and information services. In developing the program three core documents guided curriculum design: Information Power, the national standards; the Standards for Pennsylvania School Library Certification and Practice, the state school library association standards; and the Pennsylvania Department of Education Library Science Standards for the preparation of public school educators. These guidelines represent the best thinking in the profession and reflect the emerging role of the school library media specialist as a critical educational leader.

To be successful, a school library media specialist will: 1) provide leadership in planning and managing the use of electronic technologies and information retrieval, 2) teach students to access, apply, and evaluate information to solve problems, 3) partner with teachers to design, implement, and assess curriculum and instruction to meet academic standards, 4) select and manage resources to meet the literacy and information needs of students and the curriculum, and 5) build and oversee a school library program that promotes literacy and information literacy as keys to authentic, lifelong learning for students.

Our online program emphasizes practice-oriented outcomes and offers the learner four significant advantages:

- Close bonds with faculty who are committed to sharing their many years of practical experience and leadership in the school library community
- Convenience of online courses designed for working adults who can not attend a traditional library school
- Close collaboration with practitioners and leaders in the school library community to advise course development
- Authentic assessment of practical, standards-based skills to enhance the learning experience

The 31-34 semester hours of course work serve as an add-on certification program leading to recommendation for library science K-12 certification. Students who are already certified school librarians complete ten 3-credit courses and one 1-credit seminar for a total



of 31 semester hours. Students without library experience complete the ten courses and seminar, plus a 100-hour practicum and five-day residency experience (34 semester hours). Depending on specific requirements by the student's state department of education, the practicum or residency requirement may be waived.

### Course Listing

**SH**

*The program consists of the following courses:*

LSC	5501	Instructional Collaboration	3
LSC	5505	Core Resources for the School Library	3
LSC	5510	Electronic Delivery Systems	3
LSC	5515	Collection Management in the Electronic Age	3
LSC	5520	Cataloging and Classification in an Electronic Environment	3
LSC	5525	Strategic Library Management	3
LSC	5530	Library Advocacy	3
LSC	5535	Information Literacy and Academic Standards	3
LSC	5540	Information Searching, Retrieval, and Presentation Strategies	3
LSC	5545	Access and Legal Issues in the Information Age	3
LSC	5561	Seminar in School Librarianship	1
LSC	5562	Practicum in School Librarianship	1
LSC	5563	Residency in School Librarianship	2

Most students can complete the online master's program in two to three years. A one year completion is possible but not recommended for students holding a job. Students are allowed up to five years to complete the program. Every course is offered at least twice each year, including summer. For additional information, refer to the website: <http://library.mansfield.edu>

## MUSIC

### Master of Arts in Music (M.A.), Music Education, Instrumental Conducting or Choral Conducting

*Dr. Adam F. Brennan, Chairperson*

*Butler Center, (570) 662-4710, e-mail [abrennan@mansfield.edu](mailto:abrennan@mansfield.edu)*

The Master of Arts program in Music is designed to meet the needs of the music professional who wishes to expand and strengthen their understanding and skills in the discipline of music through study in one of three offered tracks: instrumental conducting, choral conducting or general music with an emphasis in music education. Prior music teaching experiences is advisable, but not required. A maximum of 6 semester hours may be transferred from an NASM accredited master's degree program. The department will determine what courses may transfer to each of the tracks in the Master of Arts degree.

The Music Education program is designed specifically to meet the needs of music teachers who wish to strengthen their knowledge, understanding and skills in the disciplines of music and music education. Students may pursue this degree on after receiving certification to teach music in the public schools.

#### I. MUSIC EDUCATION

**SH**

MU	5500	Methods and Materials of Research	3
MU	5540	History and Philosophy of Music Education	3
MU	5543	Seminar in Music Education	3

MU	5550/5551	Advanced Conducting	2
MAP	55XX	Applied Music (secondary)	2
MAP	66XX	Applied Music (major instrument or voice)	2
MU	5529	Seminar in Music Literature	3
MU	5510	Form and Analysis	3
	Electives*		9

\*A maximum of 2 semester hours in MEN, a maximum of 2 semester hours recital, a maximum of 6 semester hours Thesis, a maximum of 3 semester hours non-music.

## ORAL EXAMINATION

During the final semester of study, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to finals of the last courses taken. A meeting to schedule the exams should occur with the department chair at the start of the final semester of study. Consult the music department for preparation of this examination.

## II. Instrumental Conducting

The Instrumental Conducting program is designed to provide instrumental music educators an opportunity to explore the craft of conducting with advanced study in literature, applied conducting, rehearsal techniques and hands on experience with performing ensembles. Residency is required for this degree and performance in ensembles is highly encouraged.

MU	5500	Methods and Materials of Research	3
MU	5529	Seminar in Music Literature	3
MU	5510	Form and Analysis	3
MU	5551	Advanced Instrumental Conducting	3
MAP	6615	Applied Conducting (two semesters)	2
MAP	55XX	Secondary Applied	2
MU	5537	Wind Band Literature	2
MU	5541	Instrumental Methods	2
MU	5596	Recital	2
	Electives*		9

\*A maximum of 2 semester hours in MEN, a maximum of 3-6 semester hours Thesis, a maximum of 3 semester hours non-music.

During the final semester of study, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to finals of the last courses taken. A meeting to schedule the exams should occur with the department chair at the start of the final semester of study. Consult the music department for preparation of this examination. Residency is required for this degree.

## III. CHORAL CONDUCTING

The Choral Conducting program is designed to provide vocal music educators an opportunity to explore the craft of conducting with advanced study in literature, applied conducting, rehearsal techniques and hands on experience with performing ensembles. Residency is required for this degree and performance in ensembles is highly encouraged.

MU	5500	Methods and Materials of Research	3
MU	5529	Seminar in Music Literature	3
MU	5510	Form and Analysis	3

MU	5550	Advanced Choral Conducting (two semesters)	3
MAP	6615	Applied Conducting	2
MAP	55XX	Secondary Applied	2
MU	5521	Choral Literature	2
MU	5545	Vocal/Choral Methods	2
MU	5596	Recital	2
		Electives*	9

\*A maximum of 2 semester hours in MEN, a maximum of 3 6 semester hours Thesis, a maximum of 3 semester hours non-music.

During the final semester of study, a comprehensive oral examination must be passed. The comprehensive examination will cover music theory, music history and the primary concentration. The exam should be completed no later than two weeks prior to finals of the last courses taken. A meeting to schedule the exams should occur with the department chair at the start of the final semester of study. Consult the music department for preparation of this examination. Residency is required for this degree.

## NURSING

### **Online Master of Science in Nursing (MSN), Robert Packer Department of Health Sciences and Physical Activities**

*Dr. Janeen Sheebe, Chairperson*

*Elliott 212C, (570) 662-4522, email [jsheebe@mansfield.edu](mailto:jsheebe@mansfield.edu)*

The Master of Science in Nursing program prepares experienced nurses who have a baccalaureate degree in nursing to be nurse educators. Graduates will be qualified to teach in baccalaureate and associate degree nursing programs or provide staff development in health care settings. The program is designed specifically for professional nurses seeking an advanced degree while maintaining current employment; thus, the Master of Science in Nursing Program is offered on-line. Once accepted into the program, students will chose a clinical specialty and focus all projects toward that specialty. Students will also be expected to submit an outcomes portfolio before graduation. Accreditation is being sought from the National League for Nursing Accrediting Commission (61 Broadway, NYC, NY 10006; 800-669-9656) Spring 2006. Ideally students will start the program in the fall semester.

#### **Courses by Semester – all courses are offered online**

##### FIRST FALL

- NUR 5500 Advanced Assessment and Pathophysiology across the Lifespan
- NUR 5510 Teaching and Learning Theory

##### FIRST SPRING

- NUR 5520 Nursing: A Theoretical Perspective
- NUR 5535 Designing Qualitative Research

##### FIRST SUMMER

- NUR 5515 Measurement and Evaluation in Nursing Education
- NUR 5545 Curriculum Design in Nursing Education

##### SECOND FALL

- NUR 5525 Teaching and Learning in a College Setting
- NUR 5530 Teaching and Learning in the Clinical Setting

## SECOND SPRING

- NUR 5540 Designing Quantitative Research
- NUR 5505 Reforming Nursing: Historical Trends in Nursing Education (elective) or
- NUR 5550 The Nurse in Academe: Issues in Higher Education (elective) or
- NUR 5560 Nurse Educator as Leader in Health Care

## SECOND SUMMER

- NUR 5565 Individual Projects

## SPECIAL EDUCATION

### **Master of Education (M.Ed), Special Education**

*Dr. Celeste Burns, Chairperson*

*Retan Center, (570) 662-4564, e-mail [cburns@mansfield.edu](mailto:cburns@mansfield.edu)*

*Dr. Jannis Floyd, Special Education Program Coordinator*

*Retan Center, (570) 662-4795, e-mail [jfloyd@mansfield.edu](mailto:jfloyd@mansfield.edu)*

The Special Education program provides a professional special educator with advanced specialization and training. Emphasis is on education of children with disabilities with related courses in learning disabilities, mental retardation, early childhood education, cultural diversity, and children with behavioral/emotional disturbance.

The program is competency based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with children with mental and physical disabilities in various educational settings. Graduates are prepared for such positions as:

- 1) Diagnostic and prescriptive teachers;
- 2) Consultative/collaborative specialists;
- 3) Supervisors and curriculum coordinators for special education programs;
- 4) Educational consultants for exceptional children.

It is the design of the program to enhance leadership skills in the practice of humanistic behavior change. The program may contribute towards teacher certification in the education of children with mental and physical disabilities.

### **Curriculum Requirements**

A minimum of 30 semester hours of graduate work plus 6 semester hours for the thesis or 33 semester hours of coursework in the non-thesis program will be completed according to the following divisions.

#### **Important Notes**

- 1) Those electing the non-thesis option must complete a non-credit departmental research paper as approved and supervised by their graduate advisors (committee chairpersons).
- 2) A written comprehensive exam and an oral comprehensive exam is a requirement for the M.Ed. degree.
- 3) 33 semester hours of coursework are required for the non-thesis option. 36 total semester hours (including 6 for the thesis) for the thesis option.

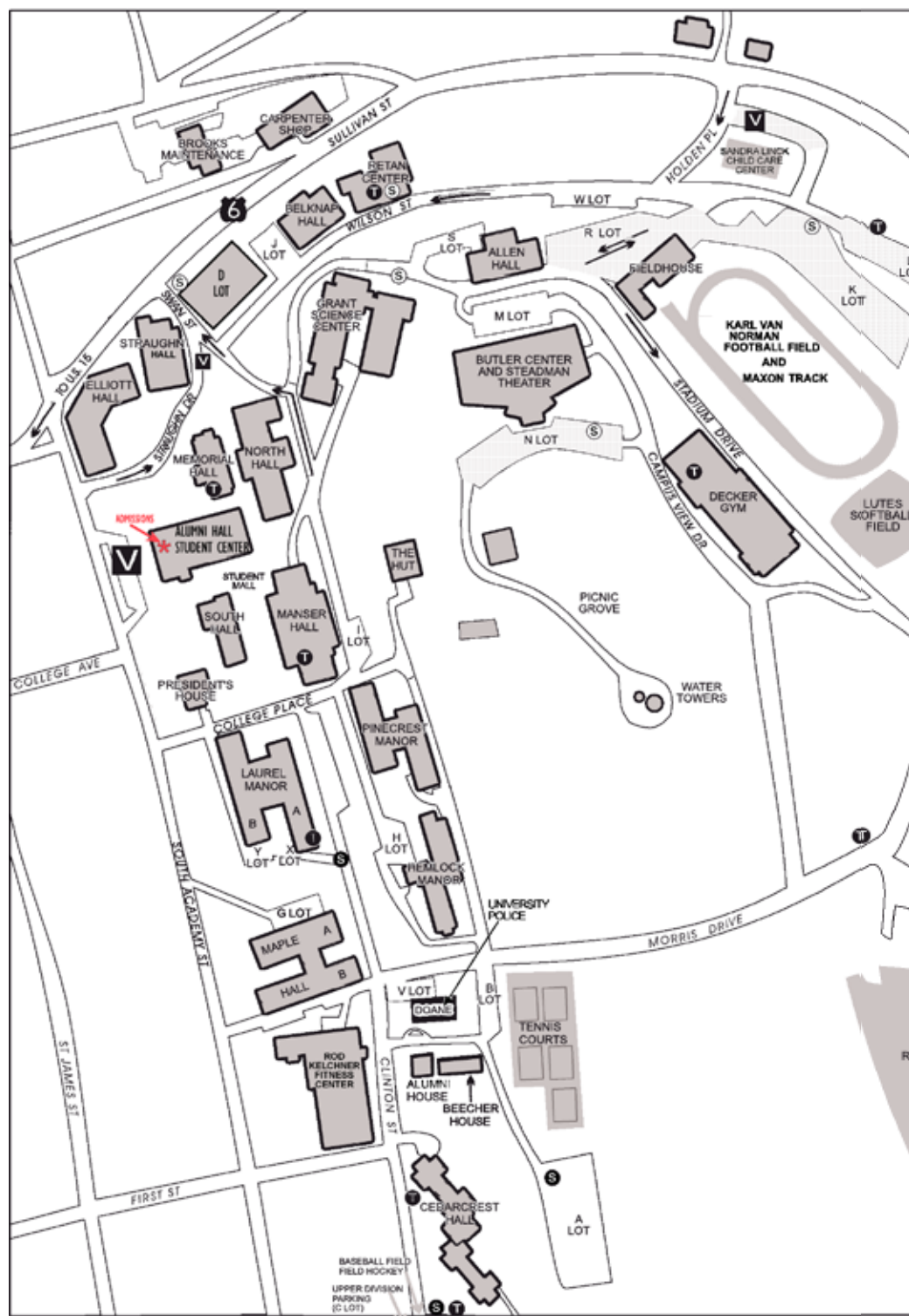
## STUDENTS WITH AN UNDERGRADUATE DEGREE IN SPECIAL EDUCATION

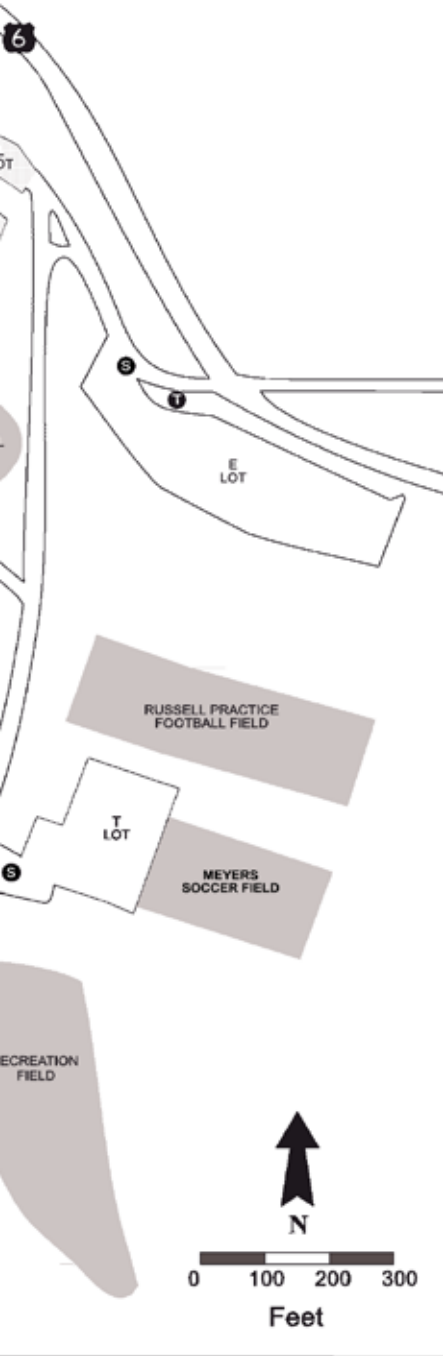
A. EDUCATION FOUNDATIONS (6 SEMESTER HOURS (SH) REQUIRED)			SH
(Typically courses that provide knowledge applicable to all areas of education)			
ED	5500	Methods and Materials of Research	3
		<i>Examples of foundation course</i>	SH
ED	5554	Curriculum: Principles of Contemporary Thought	3
ELE	5550	Advanced Child Growth and Development	3
B. SPECIAL EDUCATION FOUNDATIONS (15 SH REQUIRED)			
*SPE	5502	Administration and Supervision of Special Education	3
*SPE	5503	Psycho-Educational Diagnostics	3
*SPE	5530	Seminar in Cultural Diversity in Special Education	3
*SPE	5542	Seminar on Behavior Management	3
*SPE	5550	Advanced Curriculum Development	3
C. SPECIAL EDUCATION RELATED TOPICS (12 SH REQUIRED, A MINIMUM OF 6 SEMESTER HOURS IN SPE)			
Under departmental advisement and according to student need, these open competency electives may be chosen from the areas of Special Education, Elementary and Secondary Education, Criminal Justice, Psychology, and Sociology.			
		<i>Examples of foundation course</i>	SH
SPE	5504	Guidance for Exceptional Persons	3
SPE	5507	Career Education Seminar	3
SPE	5509	Early Childhood	3
SPE	5560	Problems in Special Education (Selected Topics)	3
SPE	5565	Computers and Technology in Special Education	3
SPE	5577	Seminar on Adult Disabled	3
SPE	5580	Special Education Workshops	3
SPE	5592	Learning Problems in Adults	3
SPE	5595	Special Projects	1-6
SPE	5597	Independent Study	3
SPE	5598	Research Project	3
SPE	5599	Thesis	6
ELE	5523	Foundations of Reading Instruction	3
ELE	5524	Diagnosis of Reading Difficulties	3
ELE	5528	Developmental and Remedial Reading in the Middle and Secondary School	3
ELE	5529	Remediation of Reading Difficulties	3
SOC	5530	Sociology of Deviant Behavior	3

\*Required courses

## I. STUDENTS WITH AN UNDERGRADUATE DEGREE IN EDUCATION (Other than special education)

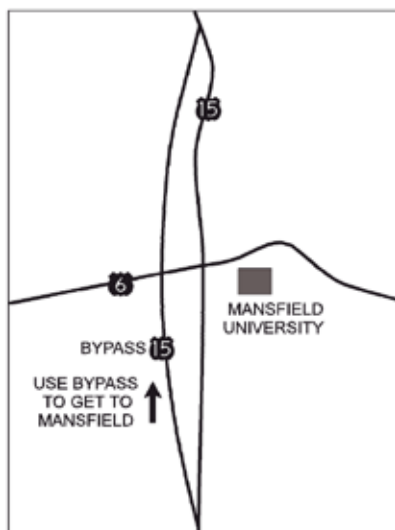
A. EDUCATION FOUNDATION (6 SH REQUIRED)			SH
(Typically courses that provide knowledge applicable to all areas of education)			
*ED	5500	Methods and Materials of Research	3
		<i>Examples of foundation course</i>	SH
ED	5554	Curriculum: Principles and Contemporary Thought	3
ELE	5550	Advanced Child Growth and Development	3





- ⑤ Shuttle Stop 8 p.m. - 10:30 p.m.
- ⑥ Shuttle Stop 8 p.m. - Midnight
- ⑦ Public Telephone (911 service)
- ⑧ Visitors Parking

- \* Admissions - Alumni Hall, Ground Floor  
1 800.577.6826
- Academic Advising Center - South Hall 110  
570.662.4824
- Athletics - Decker Gymnasium 111  
570.662.4860
- University Police - Doane Center  
570.662.4900
- Career Development - South Hall 305  
570.662.4820
- Center for Life Long Learning - Doane Center 209  
570.662.4244
- Certification Office - Retan Center 111C  
570.662.4565
- Financial Planning - Alumni Hall 104  
570.662.4878
- Residence Life - Pinecrest 120  
570.662.4933
- Revenue - South Hall 101  
570.662.4888



<b>B. SPECIAL EDUCATION FOUNDATIONS (18 SH REQUIRED)</b>		
*SPE	5501	Psychology of Exceptional Children or equivalent 3
*SPE	5503	Psycho-Educational Diagnostics 3
*SPE	5530	Seminar on Cultural Diversity in Special Education 3
*SPE	5542	Seminar on Behavior Management 3
*SPE	5550	Advanced Curriculum Development in Special Education 3
*SPE	5570	Clinical Practicum 3
<b>C. SPECIAL EDUCATION TOPICS (9 SH REQUIRED)</b>		
*SPE	5505	Mental Retardation 3
*SPE	5540	Behavior Disorders 3
*SPE	5590	Learning Disabilities 3
Examples of foundation course		SH
SPE	5507	Career Education Seminar 3
SPE	5560	Problems in Special Education 3
SPE	5565	Microcomputers in Special Education 3
SPE	5599	Thesis 6
ELE	5523	Foundations of Reading Instruction 3
ELE	5524	Diagnosis of Reading difficulties 3
ELE	5528	Developmental and Remedial Reading in the Middle and Secondary School 3
ELE	5529	Remediation of Reading Difficulties 3
SOC	5530	Sociology of Deviant Behavior 3

\*Required Course

\*\*If satisfied, candidate has an additional 3 semester hours towards a degree related elective.

## **II. STUDENTS WITH AN UNDERGRADUATE DEGREE IN ANY NON-EDUCATION AREA**

<b>A. EDUCATION FOUNDATION (6 SH REQUIRED)</b>			SH
* ED	5500	Methods and Materials of Research	3
* ED	5532	Historical Foundations of Education	3
<b>B. SPECIAL EDUCATION FOUNDATIONS (18 SH REQUIRED)</b>			
* SPE	5501	Psychology of Exceptional Children	3
* SPE	5503	Psycho-Educational Diagnostics	3
* SPE	5530	Seminar on Cultural Diversity in Special Education	3
* SPE	5542	Seminar on Behavior Management	3
* SPE	5550	Advanced Curriculum Development in Special Education	3
* SPE	5570	Clinical Practicum	3
<b>C. SPECIAL EDUCATION TOPICS (9 SH REQUIRED)</b>			
*SPE	5505	Mental Retardation	3
*SPE	5540	Behavior Disorders	3
*SPE	5590	Learning Disabilities	3

\*Required course



# READING SPECIALIST CERTIFICATION

*Program Coordinators, Dr. Craig Cleland and Dr. Nanci Werner-Burke  
Retan Center, (570) 662-4563; (570) 662-4577*

Mansfield University offers a 21 semester hour sequence of courses leading to recommendation to the Commonwealth of Pennsylvania for K-12 added certification as a reading specialist. With careful graduate advisement, the 21 semester hour sequence can be applied to a minimum 33 semester hour Master's degree program (see section describing M.Ed., Elementary Education degree and/or M.S., Education degree). It may be possible to transfer a maximum of six semester hours into the program. In order to be recommended to the Pennsylvania Department of Education for added reading specialist certification, candidates must hold some other current Pennsylvania teaching certificate (e.g., elementary, secondary, special education, etc.), complete all required courses in the reading specialist sequence, and successfully pass the state-mandated Praxis reading specialist test.

Reading specialists perform a wide variety of roles in both public and private settings. Many reading specialists work as diagnostic-prescriptive teachers, offer in-classroom assistance for readers experiencing difficulties, and/or serve as resource consultants to school faculties. The courses in the Mansfield University reading specialist program are designed to prepare students for such a wide variety of professional settings and responsibilities.

## Recommended Sequence

		SH
ELE	5523 Foundations of Reading Instruction	3
ELE	5528 Developmental & Remedial Reading in Middle and Secondary Schools	3
ELE	5524 Diagnosis of Reading Difficulties	3
ELE	5529 Remediation of Reading Difficulties	3
ELE	5530 Reading and Study Practicum (Elementary)	3
ELE	5531 Reading and Study Practicum (Middle and Secondary Schools)	3
	Reading Related Elective (by advisement)	3

## COURSE DESCRIPTIONS

### ART

#### ART EDUCATION

##### **ARE 5533 Administration and Supervision of Art Education 3 SH**

The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

##### **ARE 5534 Application of Aesthetic Theory 3 SH**

The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.

##### **ARE 5535 Art For Students With Diverse Needs 3 SH**

An exploration of types of characteristics of children who are special: either gifted, physically disabled, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children. Prerequisite ED 2205.

##### **ARE 5536 History and Philosophy of Art Education 3 SH**

This course entails an exploration of the History of art education and its past and present Philosophies and Theories. Students will examine how socio-cultural forces and events have impacted art education. Current trends and research in art education will be looked at in depth.

##### **ARE 5537 Art Across the Curriculum 3 SH**

This course explores methods for incorporating art into other subjects. Students will learn how to develop interdisciplinary (integrated) lessons that address multiple intelligences, are intellectually stimulating, and help develop children's problem-solving skills.

##### **ARE 5590 Art Education in the Elementary Curriculum 3 SH**

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

##### **ARE 5593 Art Education in the Secondary Curriculum 3 SH**

An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

##### **ARE 5598 Research 3 SH**

In this course the candidate for the M.Ed. in Art will submit a proposal for a research topic in art education. The student will then research the approved topic and write a scholarly document according to research paper specifications. This course is taken after completion of all other coursework.

##### **SH: ARE 5599 Thesis 6 SH**

After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

## ART HISTORY

### **ARH 5501 Cultural Origins of Art**

**3 SH**

A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. The director will conduct lectures throughout the tour.

### **ARH 5502 Art of The Far East**

**3 SH**

Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

### **ARH 5503 Art of The 15th and 16th Centuries**

**3 SH**

The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

### **ARH 5504 Major Trends in Art of the 17th and 18th Centuries**

**3 SH**

A comprehensive study of major contributions of European art and architecture during the seventeenth and eighteenth centuries.

### **ARH 5505 Major Trends in Modern Art**

**3 SH**

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

### **ARH 5506 History of African-American Art**

**3 SH**

An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

### **ARH 5507 Empires of the World Through Art**

**3 SH**

A study of how the art and architecture of various empires were used as images of power and political statement. The Roman, Byzantine, Holy Roman, Ottoman, Russian, and British Empires will be examined.

### **ARH 5508 Art and Mythology of Ancient Greece**

**3 SH**

A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

### **ARH 5509 Women in Art**

**3 SH**

A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

### **ARH 5510 Women in Ancient Greek Art**

**3 SH**

A study of women as subjects and patrons of ancient Greek art, with emphasis on the cultural and artistic milieu in which they are represented.

### **ARH 5520 Native Arts of the Americas**

**3 SH**

A comprehensive study of the art and architecture of the traditional Native Americas, with emphasis on regional styles and cultural interpretation.

**ARH 5527 Major Trends in Architecture** **3 SH**

Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.

**ARH 5528 Major Trends in American Art** **3 SH**

A study of the major trends in the art and architecture of the United States from the colonial period to the present.

**ARH 5529 Major Trends in the Graphic Arts** **3 SH**

A comprehensive study of the Graphic Arts, with emphasis on the traditional printmaking processes of relief, intaglio, lithography, and serigraphy.

## ART STUDIO

**ART 5431 Printmaking** **1-6 SH**

An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching, and engraving with emphasis on their use for creative expression.

Prerequisite: ARE 3331 or equivalent.

**ART 5501 Painting** **1-6 SH**

The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase the breadth of his/her knowledge. Prerequisite: ARE 3301 or equivalent.

**ART 5513 Waterbase Media** **1-6 SH**

An in-depth study of transparent watercolor techniques and acrylic polymer techniques.

Studio explorations will constitute the major portion of the course. Prerequisite: ARE 3261 or equivalent.

**ART 5517 Fibers** **1-6 SH**

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macram,, crochet and lace making. Prerequisite: ARE 3345 or equivalent.

**ART 5518 Photography** **1-6 SH**

Prior courses in photography or extensive photographic experience are necessary before taking this level of photography. ~ ~ All assignments will be on an individual basis with the goal being to give a one-person show at the end. ~ ~ Prerequisite: ARE 3318 or equivalent.

**ART 5520 Graduate Art Seminar** **2 SH**

This course was designed to meet the needs of graduate students who are not currently employed as in-service teachers or new graduate students who have not taken Art Seminar (ART 4403) as an undergraduate at Mansfield University. Art Seminar provides students with the opportunity to further exchange ideas, enhance critical dialectic, and to participate in activities relevant to professional artist and art educators. In addition, students enrolled in Graduate Art Seminar will compile, focus, reflect, and organize their educational experience at Mansfield University into an electronic vita and professional portfolio. Students will be expected to give oral presentations. This course will further prepare Master of Education (M.Ed.), Art majors for a career in teaching.

**ART 5530 Digital Photography** **3 SH**

A course designed to learn the digital camera in acquiring images, in preparing them on the computer for print, and in presenting prints in various formats. This course will sharpen

the ability to recognize and develop a personal view of the world through photography.

Prerequisite: ARE 3330 or equivalent.

### **ART 5538 Multicultural Crafts**

**1-6 SH**

This class stresses the mastery skills of 2-D and 3-D craft ideas from around the world. Students will be required to work with a variety of materials and equipment and explore the history of crafts. Projects will be researched and designed on an individual basis.

Prerequisite ART 2238 or ART 3338.

### **ART 5546 3-D Fibers**

**1-6 SH**

Fibers constructions used by ancient peoples to create textiles. Felting leads to spinning.

Knitting and knotless netting lead into weaving and basketry. The floor looms are used to explore color and pattern in woven textiles. Prerequisites: ART 2240; ART 2244; ART 2248; ART 2250. Dual listed with 3346/4446.

### **ART 5548 Drawing**

**1-6 SH**

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student, plus group interaction.

### **ART 5550 Figure Drawing**

**1-6 SH**

Drawing course concentrating on the visual language of the proportion, gesture, and composition of the human figure. Focus will be on the figure as inspiration, subject matter, abstraction and personal narrative. Exploration of ideas, techniques and "master" works included. Dual listed with 2250/3350.

### **ART 5551 Metalcraft**

**1-6 SH**

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

### **ART 5565 Computer Graphics**

**1-6 SH**

Hands-on training in educational and graphic applications for teaching. A comprehensive survey of advanced principles and practices on the Macintosh computer as they relate to fine arts, to education, and to the community with media processes.

### **ART 5571 Ceramics**

**1-6 SH**

An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

### **ART 5581 Sculpture**

**1-6 SH**

A studio course in three-dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and will receive exposure to foundry casting.

### **ART 5593 Special Topics**

**3 SH**

This course is constructed each time it is offered to address different contemporary or historical issues, media, and/or techniques of importance in art and art education.

Prerequisites: ART 2240; ART 2244; ART 2248; ART 2250.

### **ART 5595 Special Projects**

**1-6 SH**

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. The student and instructor will mutually develop project goals. Permission of the instructor, chairperson and Associate Provost are required.

### **ART 5598 Art Education Research and Exhibition**

**3 SH**

After completion of all required course work candidates for the M.Ed. in Art will submit a proposal to their advisor outlining a research topic according to required standards. Candidates will complete a written scholarly document for presentation to the graduate committee. Candidates will be required to successfully defend their research paper through an oral examination. Graduate students will also be required to prepare and exhibit their artwork as evidence of their mastery of the studio portion of the discipline.

### **ART 599 Thesis**

**6 SH**

After completion of all required coursework candidates for the M.Ed. in Art will submit to their advisor a proposal to conduct original research. Candidates will be required to conduct their research according to the approved proposal and write a scholarly document over their research for presentation to the graduate committee. Candidates will be required to successfully defend their research paper through an oral examination. Graduate students will also be required to prepare and exhibit their graduate artwork as evidence of their mastery of the studio portion of the discipline.

### **EDTL 603 (LH): Educational Assessment Strategies**

This course will investigate the practical and theoretical issues involved in evaluating student performance, teacher performance and educational programs. The students enrolled in this course will examine a variety of assessment instruments and strategies and discuss the role (S) each has in the evaluation process. The course will enable students to plan, execute and interpret educational assessments. Restriction: Must have successfully completed a Bachelor's Degree including undergraduate course work in Educational Psychology or Statistics.

### **EDTL 604 (LH): Designing Assessments Using performance Standards**

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

### **EDTL 609 (LH): Classroom Management & Control**

Designed to promote student mastery of theory and practice related to classroom management. Explores Glasser's choice theory, a humanistic view, quality school I implementation, Cantor's assertive discipline, a technical view, and the practical uses of these concepts with students in the classroom. Students develop a repertoire of strategies to use for preventing and management classroom discipline with all types of students and situations.

### **EDTL 618 (LH): Understanding the Role of Cognition & Social Skills in the Classroom**

This course is designed to promote student mastery of theory and practice related to cognitive and social skills training. Specifically, students will explore brain-based learning, cognitive skills research, social skills research, and the practical uses of these concepts with students in the classroom.

## **EDTL 692 (LH): Reflective Practice & Action Research**

The first of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process. Provides the framework for a perpetual cycle of reflection, adaptation, and evaluation and an opportunity to formalize action research within the classroom. Restricted to graduate students who have successfully completed 12 graduate credits including EDTL 600 or approval from the instructor.

## **BIOLOGY**

### **\*BIO 5561 Management of Small Impoundments 3 SH**

Theory, practice, and demonstration of managing farm ponds for optimal sport fishing. Prerequisite: 6 SH of college biology and permission of instructor.

### **\*BIO 5562 Management of Streams and Large Impoundments 3 SH**

Theory, practice, and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing. Prerequisite: 6 SH of college biology and permission of instructor.

### **\*BIO 5582 Cell Physiology 3 SH**

A study of a specialized field of cell biology which emphasizes phenomena dealing with the nature of the cell membrane and its transport activities, the reactions of cells to changes in environment, the mechanism of cell excitability and contraction, and other manifestations of cellular functioning such as nutrition, growth, and secretion.

\*Infrequently offered course

## **EDUCATION**

### **ED 5500 Methods and Materials of Research 3 SH**

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.

### **ED 5505 Educational Psychology 3SH**

Focuses upon the application of learning theory principles in educational settings. This course emphasizes the educational implications and applications of research on child development, cognitive science, learning, and teaching. Students will learn how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching.

### **ED 5506 Field Experience 9SH**

This is a site-based pre-student teaching field experience in a diverse ethnic, language or SES community. Students will participate daily in public school classrooms in their field of study. Based on the site location, students will participate in community projects, interact in learning forums with other pre-service teachers and visit historical and cultural sites and museums.

### **ED 5531 Social Foundations of Education 3 SH**

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

**ED 5532 Historical Foundations of Education** **3 SH**

The historical development of American education and study of European influences on the philosophies and practices of American schools. Historical trends are related to current problems and practices in education.

**ED 5533 Philosophical Foundations of Education** **3 SH**

Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.

**ED 5535 Foundations of Education** **3SH**

A study of the people and forces that impact American education through study of the history and philosophy of education. Development of new perspectives on contemporary educational issues.

**ED 5540 School Law** **3 SH**

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law.

**ED 5541 Selected Topics in Education** **1-6 SH**

A modularized course for the study of selected topics, which may be developed to meet the needs of individual school districts.

**\*ED 5545 Analysis and Evaluation of Pupil Growth** **3 SH**

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

**\*ED 5548 Workshop in Newer Media** **1-3 SH**

A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. Multimedia production; graphics production; instructional TV production.

**\*ED 5550 Comparative Education** **3 SH**

The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals, and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.

**ED 5554 Curriculum: Principles and Contemporary Thought** **3 SH**

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) quality of curriculum, and (5) processes of curriculum development and implementation. Prerequisite: Certification in an area of education or one of the following courses: ED 5545 Analysis and Evaluation of Pupil Growth, ED 5531 Social Foundations of Education, ED 5532 Historical Foundations of Education, ED 5533 Philosophical Foundations of Education, ED 5535 Foundations of Education.

**\*ED 5556 Secondary School Curriculum** **2 SH**

The major thrust of this course is curriculum interrelationships and curriculum balance. It provides opportunities for reading and research that will stimulate educational practitioners to examine their thinking about the secondary school curriculum.



**ED 5562 Cross-Curricular Teaching with Children's Literature** **3 SH**

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

**ED 5565 Children's Literature for the Middle Grades** **3 SH**

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

**ED 5568 Selected Topics in Children's Literature** **3 SH**

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

**ED 5569 Children's Literature in the Classroom: Related Research** **3 SH**

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

**ED 5570 Endless Mountain Summer Writing Institute** **6 SH**

An affiliate of the National Writing Project (which is a sponsor in this grant-funded program) that offers educators in all disciplines and curricular areas the opportunity to come together as a diverse professional community of both teachers and writers. Workshops will include professional readings that focus on writing as a way of learning, daily writing/response sessions, and teacher demonstrations. Participation in the projects' post-institute professional development program is required.

**ED 5580 Instructional Technology – Internet Integration across the Curriculum** **3 SH**

Students develop skills to locate, access, and evaluate internet resources suitable for use in the K-12 curriculum. Production of various Internet projects will be implemented across the K-12 curriculum.

**\*ED 5581 Computers in Education - LOGO** **3 SH**

Students learn to program with Logo, develop instructional strategies for teaching with Logo in various grade levels and subject areas, and explore the educational theories of Seymour Papert.

**ED 5582 Instructional Technology – Introduction to Multimedia** **3 SH**

An introductory course that provides an exciting hands-on look at the possibilities and potentials of computer technology for education. The goal of this course is for teachers to begin to use a systematic approach in producing multimedia for both professional and instructional use.

**ED 5583 Instructional Technology – Advanced Multimedia** **3 SH**

This course provides the student with advanced skills in video, audio, graphics, and animation. It requires the student to gain expertise in the use of animation software. (Prerequisites: ED 5580 and ED 5582)

- ED 5584 Instructional Technology – Web Design and Development for Educators** **3 SH**  
 The purpose of this course is to introduce educators to web design principles. Specific emphasis is placed on the design and development, and authorizing of interactive courseware using software such as Macromedia Dreamweaver. (Prerequisites: ED 5580 and ED 5582).
- ED 5585 Teaching of Adults** **3 SH**  
 Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences.
- ED 5586 Creating Teaching Materials With The Internet** **3 SH**  
 This course examines how to use the Internet as a classroom materials production center. Teachers will use evaluation techniques to examine and build graphics and software libraries from the Internet and to modify their current lessons with these Net-acquired materials.
- ED 5590 Introduction to Education Administration** **3 SH**  
 A survey course designed to give the prospective school leader an overview of educational administration and leadership. There is particular emphasis on decision-making, motivation, and effective relations with internal and external constituencies. Full-time, K-12 classroom teaching required.
- \*ED 5592 The Teacher and Educational Leadership** **3 SH**  
 Culminating examination of basic problems and current trends in education, emphasizing the role of the teacher as professional leader in improving the educational program. An individual final project will be completed outlining a professional course of action for the chosen problem. The course is for elementary (M.Ed) and secondary (M.S.Ed.) program students during their final semester of graduate studies. (Prerequisite: Course to be taken during last semester at Mansfield University).
- ED 5595 Special Projects** **1-6 SH**  
 This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Students may be enrolled for a total of six credit hours. Permission of the instructor, chairperson, and associate provost is required.
- ED 5597 Independent Study** **variable credit**  
 Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.
- ED 5598 Research Project** **3 SH**
- ED 5599 Thesis** **6 SH (3 SH per Semester for 2 Semesters)**
- ED 5600 Continuous Enrollment** **0 SH**  
 Continuous enrollment provides library access to graduate students who have completed their graduate courses and are working on a thesis or oral presentation. The course may be repeated.
- ED 6600 Interdisciplinary General School Supervision** **3 SH**  
 An introduction to school supervision. An interdisciplinary course designed to inform potential supervisors about the theory and process of supervision in public schools. Permission of the chairperson is required.

## ELEMENTARY EDUCATION

### **\*ELE 5502 Innovative Educational Practices**

**1-3 SH**

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models, which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

### **ELE 5503 Communication Skills Workshop for Elementary School Teachers**

**3SH**

A workshop experience in which the instructor investigates and shares techniques and activities that can be used by elementary classroom teachers to improve the total communication skills of children.

### **ELE 5505 Seminar in Early Childhood Education**

**3 SH**

An advanced seminar in planning developmentally appropriate, early childhood programs. Topics include: theories of teaching and learning; planning integrated curriculums with thematic units and centers; guiding children's learning; assessing and evaluating learning; including all children and their families.

### **ELE 5511 An Introduction to British Education**

**3 or 6 SH**

A course aimed at providing teachers a firsthand look at the innovations, accomplishments and problems of British education. The participant will have the opportunity to work side by side with a British teacher, get involved with British children and observe various techniques at work in a number of British schools.

### **ELE 5512 Reading/Writing in British Schools**

**3 SH**

An examination of the integrated language arts curriculum employed in British education. This companion course to "Introduction to British Education" includes first-hand experience observing and participating in British schools.

### **ELE 5513 Diagnosis and Prescription in Mathematics**

**3 SH**

This course allows elementary school teachers to participate in the diagnosis and remediation of children's mathematics error patterns through the use of individual prescription lesson plans. Focus is on diagnosis and prescription, instructional methodology, use of manipulatives, calculators, and current computer technology.

### **ELE 5523 Foundations of Reading Instruction**

**3 SH**

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

### **ELE 5524 Diagnosis of Reading Difficulties**

**3 SH**

Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

### **\*ELE 5525 Whole Language**

**3 SH**

Belief systems in whole language and means of translating educational beliefs into classroom practice; several featured topics include big books, experience charts and chants, literature-based instruction, building literature environments, portfolio assessment, collaborative learning projects, and reading-writing connections.

**\*ELE 5527 Teaching Reading to Exceptional Children** **3 SH**

Physical, social, and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

**ELE 5528 Developmental and Remedial Reading in the Middle and Secondary School** **3 SH**

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

**ELE 5529 Remediation of Reading Difficulties** **3 SH**

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

**ELE 5530 Reading and Study Practicum (Elementary)** **3 SH**  
and

**ELE 5531 Reading and Study Practicum (Middle and Secondary School Students)** **3 SH**

Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

**\*ELE 5533 Seminar in Implementing Reading Research** **3 SH**

Provides the opportunity to select, plan, implement, analyze and evaluate a significant reading research finding under field conditions.

**ELE 5550 Advanced Child Growth and Development** **3 SH**

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

**ELE 5560 Children's Literature, A Multi-Cultural Approach** **3 SH**

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

**ELE 5561 Children's Literature, N-3** **3 SH**

An investigation of types and uses of children's literature in early childhood and early elementary settings; emphasis on genres, children's responses, teachers' roles, reading and writing workshops, guided reading, fostering literary appreciation, incorporating literature throughout the curriculum; varied means of promoting active participation with picture books.

**ELE 5562 Cross-Curricular Teaching with Children's Literature** **3 SH**

Children's literature, when used along with textbook readings, can enhance content area teaching and learning. Students will examine uses of children's books to enhance teaching and learning in language arts, science, social studies, mathematics, and the fine arts.

**ELE 5565 Children's Literature for the Middle Grades** **3 SH**

An investigation of the types and uses of children's literature in middle grades, 4-8, with discussion of genres, integration of reading and writing, introduction of literary analysis, reading across the curriculum, and activities to foster literary appreciation, criticism, and creative expression.

**ELE 5568 Selected Topics in Children's Literature** **3 SH**

An in-depth study of a special area of children's literature, with an emphasis on classroom applications.

**ELE 5569 Children's Literature in the Classroom: Related Research** **3 SH**

Content is designed as a seminar to provide an overview of major research findings in the area of teaching children's literature and to allow students to pursue a topic of interest through an investigation of research.

**ELE 5570 Endless Mountain Summer Writing Institute 6 SH**

An affiliate of the National Writing Project (which is a sponsor in this grant-funded program) that offers educators in all disciplines and curricular areas the opportunity to come together as a diverse professional community of both teachers and writers. Workshops will include professional readings that focus on writing as a way of learning, daily writing/response sessions, and teacher demonstrations. Participation in the projects' post-institute professional development program is required.

**\*ELE 5574 Diagnostic Teaching in Elementary Mathematics** **3 SH**

Courses to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.

**\*ELE 5580 Elementary School Classroom Music** **3 SH**

An advanced course aiming at more effective teaching of music by the elementary classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

**ELE 5584 Mathematics for the Elementary School Teacher** **3 SH**

The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age." Curriculum and Evaluation Standards for School Mathematics (NCTM Standards), provides the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.

**ELE 5586 Recent Trends in Social Studies** **1-3 SH**

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

**ELE 5587 Elementary Science, Curriculum and Instruction** **1-3 SH**

Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

**\*ELE 5588 Informal Diagnosis of Readiness in Elementary Teaching** **1-3 SH**

A workshop to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.

**\*ELE 5589 Environmental Education Workshop for Elementary Teachers** **3 SH**

A workshop emphasizing fieldwork for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

**\*ELE 5590 Individualized Teaching in the Elementary School** **1-3 SH**

A course to guide elementary school teachers in making the transition from whole-class to individual learning activities.

**\*ELE 5591 Curriculum Development and Planning -** **1-3 SH**

Theory and practice of curriculum development in the elementary school. Emphasis on aims, content and research. Prerequisite: Teaching experience.

**\*ELE 5592 The Teacher and Educational Leadership** **2-3 SH**

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

**ELE 5595 Special Projects** **3 SH**

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

**ELE 5598 Research Project** **3 SH**

**ELE 5599 Thesis** **6 SH**

\*Infrequently offered course

## GEOGRAPHY

**\*GEG 5515 Special Problems in Geography** **2-4 SH**

Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

\*Infrequently offered course

## HISTORY

**HST 5500 Historiography** **3 SH**

Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

**HST 5519 History of Pennsylvania** **3 SH**

An in-depth examination of the political, economic, cultural and social development of Pennsylvania, which also involves the role of the Native American and local history.

**HST 5520 The Teaching of History in the Secondary Schools** **3 SH**

Creation of a teaching unit in history directly transferable to the secondary teaching situation.

**HST 5531 Topics in United States History** **3 SH**

An in-depth study of a special area of American history that is of current interest with an emphasis on teaching this topic.

**HST 5532 Topics in World History** **3 SH**

An in-depth study of a special area of world history that is of current interest, with an emphasis on teaching this topic.

## **HST 5533 Topics in European History 3 SH**

An in-depth study of a special area of European history that is of current interest, with an emphasis on teaching this topic.

## **HST 5595 Special Projects**

**1-6 SH**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required. Infrequently offered course

## **LIBRARY**

### **LSC 5501 Instructional Collaboration**

**3 SH, online**

Skills necessary to implement a library information curriculum will be developed. Students will recognize the role of the librarian as leader in curriculum planning and professional development. They will identify resources necessary to support the instructional program. Prerequisite for LSC 5560.

### **LSC 5505 Core Resources for the School Library**

**3 SH, online**

This course provides background knowledge to locate, compare, and select basic library resources for the learning needs of the K-12 school environment. Students will learn to apply reading strategies and the knowledge of test scores and text readability scores to resource provision. Course materials and activities will also address developmentally appropriate, multicultural, and special needs resources. Opportunity for hands-on examination of basic school library resources through practicum activities in a school or public library will be provided.

### **LSC 5510 Electronic Delivery Systems**

**3 SH, online**

Presents network components and protocols with an emphasis on networks for schools and school districts. The focus will be as narrow as effective classroom design and physical facilities issues, but broaden to bandwidth concerns, local-area and wide-area technologies, IP networks, the Internet, and distributed computing applications. The emphasis is on planning, designing, redesigning, and managing networks, and maximizing the utility of the network in the classroom.

### **LSC 5515 Collection Management in the Electronic Age**

**3 SH, online**

Outlines a process for developing both an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. The main objective is learning the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will use various selection tools and learn the parts and importance of a written collection development policy.

### **LSC 5520 Cataloging and Classification in an Electronic Environment**

**3 SH, online**

Designed for librarians who wish to provide their patrons with the most effective access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print, media, and electronic resources. The application of AACR2, the USMARC format, Sears and LC subject headings,

and the Dewey decimal classification system will be emphasized. Students will become familiar with automated cataloging systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

### **LSC 5525 Strategic Library Management**

**3 SH, online**

Focus is on a broad spectrum of expertise and skills needed to manage a school library. Topics include: the development of missions and priorities, strategies and techniques of budgeting, staff supervision and scheduling, development of procedures and policies, long-range and strategic planning, overseeing acquisitions, use of space, furnishings, equipment, and resources. Students will explore methods to assess the library program and methods to maintain a position of leadership and professionalism within their school. Issues dealing with a "safe" school library environment will be identified.

### **LSC 5530 Library Advocacy**

**3 SH, online**

Identify ways that advocates can bring about change in the educational system. Develop the skills necessary to promote the services of the library program within the school complex, the community, and beyond. Develop the skills and knowledge needed to identify alternative sources of funding for special projects, as well as the skills necessary to write an actual grant proposal. Develop a multi-year school library media advocacy plan that will strengthen leadership and managerial abilities. Prerequisite for LSC 5560.

### **LSC 5535 Information Literacy and Academic Standards**

**3 SH, online**

Examine the role of the library Media Specialists as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. Review state and national academic standards and develop competencies in writing information literacy curriculum. Prepare information skills lessons for school students and design staff development programs in information skills across the curriculum for teachers and other school staff.

### **LSC 5540 Information Searching, Retrieval, and Presentation Strategies**

**3 SH online**

Today's librarians must not only be expert themselves in searching emerging information landscapes, they need to be able to teach others how to navigate effectively also. Course participants will learn how to evaluate and select the best search tools for specific information jobs, craft effective strategies, and design search tool portals for their unique constituent groups. They will explore various methods for communicating the results of an information search as well as instructional strategies tailored to searching in varied educational settings.

### **LSC 5545 Access and Legal Issues in the Information Age**

**3 SH, online**

Develop skills necessary to implement a school library program that provides access to the resources, both print and non-print, needed to carry out the mission of the school library media center and the school district. Examine and become familiar with the policies and procedures necessary to insure access and guarantee patron privacy.

### **LSC 5561 Seminar in School Librarianship**

**1 SH, online**

This one (1) credit course allows time for the student to reflect, to assess his or her professional growth, and to create an electronic portfolio that represents their educational progress and their plans for professional development. Registration for this course is done by the Instructor only. It will consist of modules that span nine-weeks that include readings, research, and threaded discussions. Each student will create a professional portfolio, revise a resume for career opportunities, and assess his or her professional growth utilizing the current Pennsylvania Library and Science Standards (PDE, 2001). Each student will also



conduct a job search, and review professional organizations and continuing education opportunities. All students are required to complete Seminar in School Librarianship, including those students who already hold certification as a school library media specialist. Prerequisites: LSC 5501 and LSC 5530 with 21 credits completed.

### **LSC 5562 Practicum in School Librarianship**

**2 SH**

This two (2) credit course will occur during the spring and fall semesters only. Students who seek certification must complete a 100-hour practicum in a local school library. Non-Pennsylvania students are responsible for checking with their own state department of education to determine whether there are other requirements that must be met in order to transfer certification via reciprocity. All students must contact their advisor to determine whether they have the appropriate credits and courses to earn certification in their own state. Students will be required to identify a mentor who meets specified criteria. The student will be required to teach and video tape a lesson for K-12 students on an information literacy skill. The lesson must be developed in collaboration with a classroom teacher and documentation of the collaboration is required. The student must keep a log that includes the dates, times and a summary of the activities performed. The practicum allows students to demonstrate that they have developed the knowledge, skills and attitudes necessary to become an effective efficient school library media specialist. Prerequisites: LSC 5501, LSC 5530, and LSC 5561, with 21 credits completed.

### **LSC 5563 Residency in School Librarianship**

**1 SH**

This one (1) credit course is offered during the spring and fall semesters only. Students who seek Pennsylvania certification are required to complete this course. Students from other states may or may not be required to complete a residency and should ascertain whether or not their state department of education requires the completion of the residency. All out-of-state students should contact their advisor to determine whether they have the appropriate credits and courses to earn certification in their own state. The spring semester residency is held near the end of June, while the fall residency is usually held near the end of October or the beginning of November. While the preferred site will be Harrisburg, Pennsylvania, other sites may be used depending upon the geographic locations of the students in any one semester. The residency allows students to broaden their understanding of how the competencies that they have developed during the program fit together to create an efficient and effective school library media specialist. Students will be given various opportunities to demonstrate their achievement of the standards as required by the Pennsylvania Department of Education and their readiness to be recommended for certification. This experience will also allow students to form a bond and create a circle of peers that may turn into life-long friendships. Prerequisites: LSC 5501, LSC 5530 and LSC 5561, with 21 credits completed.

### **LSC 6600 School Library Advocacy for Principals**

**1 SH**

Designed for K-12 school administrators, this online course will increase and update background knowledge concerning the role a quality school library media program plays in the academic success of students. Key learning components consist of best practices and research about school libraries, information literacy and academic standards, library collections and access, as well as evaluation of both staff and program. School leaders will learn how to re-conceptualize and implement a student-centered, information-powered school library program.

# MUSIC

## APPLIED MUSIC COURSES

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student.

500-level applied music courses are designed for studying secondary instruments. The courses offer one credit per semester. A maximum of two SH may be applied to the degree.

Private Instruction	SH
MAP 5500 Voice Sec	1
MAP 5510 Piano Sec	1
MAP 5515 Applied Conducting	1-2
MAP 5520 Organ Sec	1
MAP 5525 Harpsichord Sec	1
MAP 5530 Flute Sec	1
MAP 5531 Oboe Sec	1
MAP 5532 Clarinet Sec	1
MAP 5533 Bassoon Sec	1
MAP 5534 Saxophone Sec	1
MAP 5540 Trumpet Sec	1
MAP 5541 Horn Sec	1
MAP 5542 Trombone Sec	1
MAP 5543 Euphonium Sec	1
MAP 5544 Tuba Sec	1
MAP 5550 Violin Sec	1
MAP 5551 Viola Sec	1
MAP 5552 Cello Sec	1
MAP 5553 Bass Sec	1
MAP 5557 Guitar Sec	1
MAP 5560 Percussion Sec	1

6600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses. The courses offer one or two SH per semester or term and may be re-elected for additional credit. A maximum of four SH may be applied to the degree. (Part-time students register for one credit per semester.) After four SH in the primary applied instrument and in consultation with the applied professor, students may choose to register for MU 596 Recital.

Private Instruction	SH
MAP 6600 Voice	1-2
MAP 6610 Piano	1-2
MAP 6615 Applied Conducting	1-2
MAP 6620 Organ	1-2
MAP 6625 Harpsichord	1-2
MAP 6630 Flute	1-2
MAP 6631 Oboe	1-2
MAP 6632 Clarinet	1-2
MAP 6633 Bassoon	1-2
MAP 6634 Saxophone	1-2

MAP 6640	Trumpet	1-2
MAP 6641	Horn	1-2
MAP 6642	Trombone	1-2
MAP 6643	Euphonium	1-2
MAP 6644	Tuba	1-2
MAP 6650	Violin	1-2
MAP 6651	Viola	1-2
MAP 6652	Cello	1-2
MAP 6653	Bass	1-2
MAP 6657	Guitar	1-2
MAP 6660	Percussion	1-2
MAP 6670	Recital	1-2

**Ensembles** – Participation in these university organizations is open to qualified graduate students and is strongly encouraged as an integral part of advanced music study. SH

MEN 5500	Concert Choir	1
MEN 5501	Festival Chorus	1
MEN 5502	Opera Workshop	1
MEN 5503	Mansfieldians	1
MEN 5504	Chamber Singers	1
MEN 5505	Vocal Ensemble	1
MEN 5510	Piano Ensemble	1
MEN 5530	Concert Wind Ensemble	1
MEN 5531	Mountie Marching Band	1
MEN 5532	Symphonic Band	1
MEN 5533	Woodwind Ensemble	1
MEN 5534	Brass Ensemble	1
MEN 5535	Concert Jazz Band	1
MEN 5536	Small Jazz and	1

#### **Commercial Ensemble 1**

MEN 5550	Orchestra	1
MEN 5551	String Ensemble	1
MEN 5557	Guitar Ensemble	1
MEN 5560	Percussion Ensemble	1

### **MU 5500 Methods and Materials of Research 3 SH**

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

### **MU 5501 World Musics 3 SH**

Musics of the five continents are explored with particular emphasis on each tradition's cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethno-musicological techniques are explored.

**MU 5510 Form and Analysis** **3 SH**

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

**\*MU 5511 Eighteenth Century Counterpoint** **3 SH**

A study of the contrapuntal style of the late Baroque era.

**MU 5513 Electronic Music** **2 SH**

Survey of electro-acoustic music technology with emphasis on MIDI applications. Provides hands-on experience with computer-based sequencing and music notation.

**MU 5514 Computer-Based Music Notation** **1 SH**

The course provides hands-on instruction in computer-based music notation. Common software applications (Finale, Sibelius, etc.) and standard conventions and techniques of music notation are explored.

**\*MU 5515 Instrumental Scoring** **3 SH**

Arranging for various families and choirs of instruments, culminating in an arrangement of a suitable organ or piano composition for a concert group. Pre-requisite: An undergraduate course in orchestration.

**\*MU 5516 Vocal Scoring** **3 SH**

Development of skill in scoring music for various vocal groups. Special attention is given to arranging for unbalanced vocal groups such as may be found in the public school.

**MU 5517 Composition** **3 SH**

Development of deeper insight into music through intensive creative experience.

**\*MU 5518 Advanced Composition** **1-3 SH**

Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition. May be repeated for credit up to a maximum of 6 SH.

**\*MU 5519 Interpretation of Selected Repertory** **3 SH**

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

**MU 5520 Song Literature** **3 SH**

The development of monophonic song from the days of the troubadours and trouver to the present. Emphasis is on the history of the German lied, French Chanson, and solo song in the British Isles and the United States.

**MU 5521 Choral Literature** **2 SH**

A history of choral literature from the end of the Renaissance to the present time with attention to the conventions governing composer and the period in which he worked. Emphasis is on style and interpretation in light of latest research. Major choral works of the different periods and the historical and cultural influences upon them.

**\*MU 5522 History of Opera** **3 SH**

A history of opera from the late 16th century to the present with attention to the conventions governing librettist and composer. Study of the musical, dramatic, and social climate in which opera was composed.

**MU 5523 Studies in Keyboard Literature** **3 SH**

Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

**\*MU 5524 The Piano Sonata** **3 SH**

A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.

**\*MU 5526 Nineteenth Century Music** **3 SH**

Music style and expression during the 19th century with emphasis on the intellectual foundations of the Romantic Movement. Representative works in the various forms are studied and analyzed in detail.

**\*MU 5527 Twentieth Century Music** **3 SH**

An analytical, technical and historical study of music of the 20th century, with particular attention to details of melody, harmony, tonality, rhythm, texture, orchestration and form.

**\*MU 5528 American Music** **3 SH**

The development of American music from the Colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life, and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.

**MU 5529 Seminar in Music Literature** **3 SH**

An intensive study of selected examples of musical literature with emphasis on comparative, historical, and stylistic developments.

**MU 5537 Wind Band Literature** **2 SH**

The study of wind band literature considered standard in performance repertoire with an emphasis on developing the skills to recognize works that are artfully crafted. Prerequisites: none for MA candidates, MU 3351 Advanced Conducting and MU 3315 Orchestration for undergraduates.

**MU 5540 History and Philosophy of Music Education** **3 SH**

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

**MU 5541 Instrumental Methods** **2 SH**

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating, and improving school music programs.

**MU 5543 Seminar in Music Education** **3 SH**

Identification and formulation of the principles, philosophies, and objectives of music education.

**MU 5544 Recent Trends in Music Education: Elementary** **2 SH**

and Middle Schools

New concepts in classroom music teaching in the elementary and middle schools. Emphasis on the contributions of contemporary composers, ethnomusicologists, and educational psychologists. Attention to the needs of exceptional students.

**MU 5545 Vocal/Choral Music Methods** **2 SH**

The study of a suitable choral program in an institutional setting. The course emphasizes the teaching of voice and ensemble singing through the developmental stages of singers,

from child to adult. Students observe and participate in vocal/choral music-making with elementary through collegiate level choirs. Prerequisites: undergraduate music degree and MU 5550.

**MU 5546 General Music Classes in Secondary Schools** **2 SH**

Music concepts, knowledge, and skills developed through projects correlated with the total curriculum.

**MU 5547 Orff-Schulwerk: Level I** **3 SH**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

**MU 5548 Orff-Schulwerk: Level II** **3 SH**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the intermediate techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level II certification according to the guidelines of the American Orff-Schulwerk Association. Prerequisite: Level I certification.

**\*MU 5549 Orff-Schulwerk: Level III** **3 SH**

Advanced techniques and materials of the Carl Orff approach to teaching music. Designed for music teachers, music therapists, and church musicians. Successful completion will result in the awarding of Level III Orff-Schulwerk certification. Prerequisite: Level II certification.

**MU 5550 Advanced Choral Conducting** **2 SH**

An advanced course for students who show particular aptitude in conducting.

**MU 5551 Advanced Instrumental Conducting** **3 SH**

Study and analysis of all phases of baton techniques, rehearsal methods and score reading.

**MU 5552 Diction I for Singers** **2 SH**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

**MU 5553 Diction II for Singers** **2 SH**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in English and French, examining those elements of pronunciation, which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

**MU 5557 Music Theatre Production** **3 SH**

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

**\*MU 5558 Instrument Repair** **1 SH**

Through lectures, demonstrations, and laboratory work this course will present the nomenclature, techniques of proper care, and effective means of treating the various repairs, which can be made with simple equipment usually available to instrumental teachers in the schools. It will be limited to band and orchestra instruments in the brass, woodwind, percussion, and string families.

**MU 5559 Marching Band Techniques and Materials** **3 SH**

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

**MU 5561 Jazz Improv I** **2 SH**

A course in the study of the fundamentals of jazz improvisation. Includes study of standard chords types found in major keys and scales related to those chords. Develops ability to improvise over blues and tunes that focus on turnarounds in major keys.

**MU 5562 Jazz Improv II** **2 SH**

Continuation of MU 5561. A course in the study of the fundamentals of jazz improvisation. Includes study of standard chord types found in minor keys, altered dominant chords and the scales related to those chords. Develops ability to improvise over tunes that focus on turnarounds in major and minor keys.

**MU 5563 Jazz Materials and Techniques** **2 SH**

Acquaints current or prospective director of secondary school jazz ensembles with materials and techniques appropriate to the idiom.

**MU 5564 Jazz Arranging I** **2 SH**

A course in the study of the fundamentals of jazz arranging.

**MU 5565 Jazz Arranging II** **2 SH**

A sequence of MU 5564, the course offers a more advanced study of jazz arranging, culminating in arranging for standard big band.

**MU 5571 Vocal Pedagogy** **2-3 SH**

Includes teaching problems and materials, techniques, and literature related to Vocal Pedagogy. Dual listed with 4471. May be taken for 2 or 3 credits.

**MU 5572 Piano Pedagogy** **2 SH**

Includes teaching problems and materials, techniques, and literature related to Piano Pedagogy.

**MU 5574 String Pedagogy** **2 SH**

Includes teaching problems and materials, techniques, and literature related to String Pedagogy.

**MU 5575 Woodwind Pedagogy** **2 SH**

Includes teaching problems and materials, techniques, and literature related to Woodwind Pedagogy.

**MU 5576 Brass Pedagogy** **2 SH**

Includes teaching problems and materials, techniques, and literature related to Brass Pedagogy.

**MU 5577 Percussion Pedagogy** **3 SH**

The above courses include the techniques, teaching problems, teaching materials and literature related to each given applied music area.

**\*MU 5578 Pedagogy of Music Theory****3 SH**

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

**MU 5595 Creative Project****1-6 SH**

Students doing musical transcriptions or writing a music composition in lieu of a thesis or research project register for this course. (See Research Options)

**MU 5596 Recital****2 SH**

A formal recital given in the major performing medium represents the culmination of study in the applied area. Prerequisite: four graduate SH in the performing medium of the recital program.

**MU 5597 Independent Study****1-3 SH****MU 5598 Research Project****3 SH****MU 5599 Thesis****6 SH**

\*Infrequently offered course

## NURSING

**NUR 5500 Advanced Physical Assessment and Pathophysiology across the Life Span****3SH**

Advanced Physical Assessment and Pathophysiology across the life Span is designed to provide the student with the knowledge and skills to perform an advanced physical examination. Physical assessment skills will be incorporated with related pathophysiological abnormalities. Interviewing techniques and basic head-to-toe physical assessment will be reviewed. The course will then concentrate on the focused systems assessments necessary for providing care to clients across the lifespan. Students will be expected to perform an advanced physical assessment upon a designated client (which will be taped) and effectively communicate such findings. The integration of laboratory findings, pathophysiology, and physical exam findings will also be addressed.

**NUR 5505 Reforming Nursing: Historical Trends in Nursing Education** **3 SH**

This course explores the existing historiography on the topic of higher education and professional studies in the United States. The focus is on historical literature, which provides perspectives on individuals, social movements, and institution building that contributed to transformations in nursing education. Comparisons to developments in related professional education programs provide the context for understanding issues of class, gender, and social power. Readings include both classic and recent historical studies.

**NUR 5510 Teaching and Learning for Nurse Educators** **3 SH**

This course highlights selected teaching and learning theories appropriate to nursing education. Various teaching modalities will be explored, components of diverse teaching and learning strategies will be analyzed, and evaluation methods for teaching and learning will be explored.

**NUR 5515 Measurement and Evaluation in Nursing Education** **3 SH**

This course will allow graduate nursing education students to explore various theories of measurement and evaluation for the education arena, as well as applying some selected models in small projects of the student's choice. Evaluation approaches including testing, papers, group projects, portfolios, clinical evaluation and others will be examined. Students



will have the opportunity to compare and contrast various measurement and evaluation methods. Three main evaluation focus areas will include evaluation of students, programs and self evaluation. Program accreditation and evaluation of faculty will also be reviewed. Co-requisites: NUR 5510.

### **NUR 5520 Nursing Theories**

**3 SH**

This course is designed to encourage the graduate student to incorporate theory and theoretical frameworks into nursing education. It explores the partnership between nursing theory and nursing theory with an emphasis on individualism. The premise of this course is that learning and knowing transform the human spirit. This course further attempts to answer the practical question: What does theoretically driven learning look like and how might it shape the future of nursing education? Prerequisites: NUR 5510, NUR 5515.

NUR 5525 Teaching and Learning in the College Setting 3 SH

This course allows the graduate nursing student to work with a preceptor in a college or university setting. The graduate student has the opportunity to select and operationalize an aspect of the teaching and faculty role in an area of interest, and to examine issues in higher education from the perspective of a faculty member. Integration of theoretical concepts and socialization into the role of nurse educator is a major focus. Prerequisites: NUR 5510, NUR 5515, NUR 5545, NUR 5550.

### **NUR 5530 Teaching and Learning in the Clinical Setting**

**3 SH**

This course allows the graduate student to utilize and apply theories and principles of teaching and learning in a clinical specialty setting of interest to the student. A major emphasis will be on clinical teaching, planning, implementation, and evaluation. Prerequisites: NUR 5520, NUR 5515, NUR 5545, NUR 5550.

### **NUR 5535 Qualitative Research**

**3 SH**

This course will be experiential and focus on designing qualitative research. The philosophical background and the type of research questions answered through qualitative research will be explored. The student will be introduced to qualitative research methods such as ethnography, phenomenology, grounded theory, biography, action research, historical research, discourse analysis and postmodern, poststructuralist, and feminist approaches to research. Prerequisites: NUR 5550, NUR 5515.

### **NUR 5540 Quantitative Research**

**3SH**

This course will be experiential and focus on designing quantitative research. The philosophical background and the type of research questions answered through quantitative research will be explored. Steps in the research process leading to a well planned research project along with appropriate statistical measurement will be covered. Prerequisites: NUR 5510, NUR 5515, NUR 5520, NUR 5535.

### **NUR 5545 Curriculum Design in Nursing Education**

**3 SH**

The central focus on this course is to define the interrelationship between course development and curriculum design. The course will explore the teaching/learning process with an emphasis on diversity, a learning-centered syllabus, and the implementation and evaluation of learning outcomes. Links between individual student generated courses will shape a blueprint for a curriculum design. Prerequisites: NUR 5510 and NUR 5515.

### **NUR 5550 The Nurse in Academe: Issues in Higher Education**

**3 SH**

This course introduces the graduate nurse to the tripartite role of the faculty member in higher education. General issues such as tenure and promotion, self-governance, legalities and ethics of teaching, academic freedom, and the nature of scholarship as it relates to injury, integration, application and teaching are explored. Issues specific to nursing such as

the dichotomous nature of nursing practice and higher education are also a major focus of discussion. Prerequisites: NUR 5510.

### **NUR 5560 Nurse Educator as Leader in Healthcare**

**3 SH**

This course will explore the role of the nurse educator as a leader in the health care arena, with particular emphasis on the emerging trends in health care and world health systems. Students will conduct an analysis of healthcare systems, with particular emphasis on power dynamics, governmental influences, funding sources, educational systems and inequalities, both on the national and global scale. Examination of healthcare from a variety of theoretical perspectives will provide students with the opportunity to rethink current educational and work practices, with an eye towards promoting empowerment and change within the health care system.

### **NUR 5565 Individual Projects**

**3 SH**

This course is intended as the final, capstone course in which students will be given a choice of doing a research study, a teaching project, an expanded research paper, or they may propose another type of project. This course will provide an opportunity for the student to demonstrate their capability to carry out independent scholarly inquiry. A Graduate faculty member will supervise the project and, at upon its completion, a defense of the project will be scheduled. Prerequisites: NUR 5510, NUR 5515, NUR 5520, NUR 5525, NUR 5530, NUR 5535, NUR 5540, NUR 5545, NUR 5550, plus one Nursing elective.

## **PSYCHOLOGY**

### **\*PSY 5521 Death and Dying**

**3 SH**

This course provides an overview of the psychological aspects of death and dying in our society. It examines the process of death in our culture, including attitudes toward and preparation for death, the terminally ill patient, funeral rituals and burial, mourning and grief, and suicide and euthanasia. Readings, lectures, and discussions will be supplemented by self-exploration and writing by students concerning their feelings, attitudes, and beliefs about death.

### **\*PSY 5522 Psychology of Women**

**3 SH**

This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.

### **\*PSY 5545 Advanced Counseling Techniques**

**3 SH**

This course provides advanced training in counseling skills for students in the helping professions (nursing, social work, counseling/clinical psychology, criminal justice, etc.). Emphasis placed on diagnosis and treatment of clients requiring long-term intervention. Special emphasis will be placed on diagnosis and treatment of personality disorders.

\*Infrequently offered course

## **SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK**

### **\*ANH 5501 World Cultures**

**3 SH**

Comparative study of the major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined.

Prerequisite; permission of instructor required

**\*SOC 5500 Men in Society****3 SH**

Survey and analysis of traditional male sex-roles, as well as the evolution of new societal definitions of masculinity and the "New Men's Movement." Male/male and male/female relationships and communication are also critiqued and evaluated. The emphasis throughout is upon student application of critical thinking skills to appropriate written and media sources of sociological information.

**\*SOC 5515 American Values in Conflict****3 SH**

Review of the conflicting values of different social and ethnic groups, generations, and sexual orientations and their consequences for American society. The nature of values, the basic American values system, and the relationship of individual and community value positions are examined. Attention is given to the application of techniques for value study to the clarification of educational and community problems.

**SOC 5522 Sociology of Aging****3 SH**

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

**\*SWK 5552 Family Interventions****3 SH**

This is a basic orientation to family counseling as one method of intervention for social dysfunction. Local social agency personnel and students in field placement are invited to participate. Role playing and video taping will be used to develop family-work skills.

**\*SWK 5554 Chemical Dependency Treatment****3 SH**

Prepares students for entry level positions in the chemical dependency field. Students will learn a global assessment strategy for differential diagnosis, as well as, beginning intervention techniques with the chemically dependent.

\*Infrequently offered course

## SPECIAL EDUCATION

**SPE 5501 Psychology of Exceptional Children****3 SH**

Personality, emotional, social, and learning characteristics of individuals who are exceptional. Includes mentally/physically disabled, gifted and culturally diverse. Emphasis on psychological adjustment, attitudes, diagnostic testing, counseling and guidance, methods to facilitate adjustment, and research findings.

**SPE 5502 Administration and Supervision of Special Education****3 SH**

Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.

**SPE 5503 Psycho-Educational Diagnostics****3 SH**

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

**\*SPE 5504 Guidance for Exceptional Persons****3 SH**

Principles, techniques and organization of guidance services for students with physical, mental, and/or social disabilities within various environmental cultures. (Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.)

**SPE 5505 Mental Retardation****3 SH**

Intensive review of research on etiology of mental retardation, classification systems, and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological tests, and criteria distinguishing mental retardation from other problems.

**\*SPE 5507 Career Education Seminar****3 SH**

Theory and practice of career education for exceptionalities, including vocational training, guidance related services; elementary, high school, post-school perspectives and settings; issues, trends and research findings.

**SPE 5508 Education of Severely Retarded****3 SH**

Organization of special educational programs for individuals with low-functioning retardation. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends; problems and issues.

**SPE 5509 Early Childhood Special Education****3 SH**

Critical study and analysis of early childhood education for a young child with disabilities. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

**\*SPE 5510 Seminar Communication Disorders****3 SH**

Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary and multi-cultural exploration and discussion of problems along with procedures and materials necessary for remediation.

**\*SPE 5515 Problems in Communication Disorders****3 SH**

Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: SPE 5510 and/or permission of instructor.

**\*SPE 5520 Seminar on the Gifted and Talented****3 SH**

Advanced study of the nature, characteristics, and educational needs of students who are gifted and talented from a variety of cultures. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.

**\*SPE 5521 Creativity and Education****3 SH**

The nature of creativity in a broad range of human endeavors. Divergent thinking and its products: identifying and establishing climates or settings fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project. Prerequisite: SPE 5520 and/or permission of instructor.

**\*SPE 5525 Contemporary Issues - Gifted and Talented****3 SH**

Basic conditions in the educational and psychological development of children who are gifted. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child. Prerequisite: SPE 5520 and/or permission of instructor.

**SPE 5530 Seminar on Cultural Diversity in Special Education** **3 SH**

Socioeconomic, political, and ethnic characteristics of children and youth from diverse backgrounds. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation. (Required of M.Ed.)

**\*SPE 5531 Education of the Culturally Diverse** **3 SH**

Learning characteristics of children and youth from multi-cultural backgrounds. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.

**\*SPE 5535 Problems in the Education of the Culturally Diverse** **3 SH**

Educational issues of coping with problems of social, cultural, and economic deprivation. Reviewing and designing research studies for resultant training and education of all individuals of diversity. Prerequisite: SPE 5530 and/or permission of instructor.

**SPE 5540 Behavior Disorders** **3 SH**

Problems in the education of children with emotional/behavioral disorders in regular and special classes, including children whose emotional disturbances are associated with other disabilities. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

**SPE 5542 Seminar on Behavior Modification** **3 SH**

Behavior modification for children with learning and behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.

**\*SPE 5545 Problems in Education of the Emotionally Disturbed** **3 SH**

Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special education for children and youth with emotional/behavioral disorders. Prerequisite: SPE 5540 and/or permission of instructor.

**SPE 5550 Advanced Curriculum Development in Special Education** **3 SH**

Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials. (Required of M.Ed.)

**SPE 5554 Law and Individuals with Disabilities** **3 SH**

Survey and description of major legal developments pertaining to identification, placement, education, services, and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

**SPE 5560 Problems in Special Education** **3 SH**

In-depth survey of current problems, issues, and trends in Special Education.

**SPE 5565 Microcomputers in Special Education** **3 SH**

The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assisting/adapting devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-stigmatized individual.

**SPE 5570 Clinical Practicum****3-6 SH**

An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student. Prerequisite: Site selection and arrangement approved by faculty advisor.

**SPE 5575 Residential Facilities for the Disabled****3 SH**

Provides the student with an orientation to the principles and philosophies of residential facilities. It explores the different types of residential facilities available for children with disabilities from institutions to semi-independent living accommodations and provides the student the skills necessary to apply to principles of normalization in all settings.

**SPE 5576 Normalization****3 SH**

This course explores the principles of normalization and how the theory can be applied to all problems dealing with individuals with disabilities. The skills and competencies of this course will also provide the student with techniques to develop awareness and attitudinal changes toward the individual with a disability in a community. In addition to normalization it explores the principles of advocacy, Section 504 of the Rehabilitation Act and recent litigation and legislation concerning the rights of individuals with disabilities in a community setting. Strategies for public relations using local government, agency, and service organizations will be developed.

**SPE 5577 Seminar on Adult Disabled****3 SH**

A problem/solution-oriented seminar on adults with mental and physical disabilities. Discussion of nature and needs of broad range of adults with disabilities, implications for helping professions, research on adult learning and adjustment, current trends, issues, and programs.

**SPE 5578 Adult Program Practices****3 SH**

Basic organization, planning, and implementation of adult-level programs and services for individuals with mental and physical disabilities.

**SPE 5580-85 Special Education Workshops****1-6 SH**

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

**SPE 5590 Learning Disabilities****3 SH**

Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

**SPE 5591 Comparative Special Education: Selected Countries****3 SH**

Students will participate in a comparative study of special education policies, practices, and procedures in selected countries. Students will observe and analyze programs for individuals with disabilities throughout the lifespan in relationships to their societal context.

**SPE 5592 Learning Problems in Adults****3 SH**

An exploration of learning problems which adults experience because of intellectual or physical disabilities, emotional or psychological problems, limitations in educational programs, situational interferences, and cultural attitudes toward education of adults.

**SPE 5595 Special Projects****1-6 SH**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six SH. Permission of the instructor, chairperson and Associate Provost are required.

**SPE 5597 Independent Study****3 SH****SPE 5598 Research Project****3 SH****SPE 5599 Thesis****6 SH**

\*Infrequently offered course



## GRADUATE FACULTY

For graduate faculty contact information visit the website at <http://it.mansfield.edu/directory/> and click on the "Faculty and Staff" icon, or call Mansfield University's automated directory at (570) 662-4000.

### FULL GRADUATE FACULTY

**JANE BENJAMIN (1999), Associate Professor, Education and Special Education**

B.Ed. Taiwan Normal University, 1984; M.S. SUNY at Albany, 1985, 1986; Ph.D. University of North Carolina at Chapel Hill, 1990.

**HELEN BIBLEHIMER (1995), Professor**

Robert Packer Department of Health Sciences and Physical Activities. B.S.N., Pennsylvania State University, 1986; M.S., *ibid.*, 1989; Ph.D., 1994.

**NANCY BOSTON (1989), Professor, Music**

B.M., Lawrence University, 1973; M.M., Peabody Conservatory of Music, 1975; D.M.A., *Ibid.*, 1984.

**ADAM F. BRENNAN (1995), Associate Professor, Music.**

B.A., Western Illinois University, 1986; M.A., *Ibid.*, 1989; D.M.A., University of Oklahoma, 2000.

**JEFFREY A. BOSWORTH (2003), Assistant Professor, Political Science**

B.A., St. Andrews Presbyterian College, 1990; A.M. 1993, Ph.D. 2000, University of Illinois-Urbana.

**CELESTE BURNS (1975), Professor, Chairperson, Education and Special Education**

B.S.Ed., Edinboro State College, 1971; M.Ed., *Ibid.*, 1973; D.Ed., Pennsylvania State University, 1989.

**KATHLEEN M. CARICO (2003), Assistant Professor, Education and Special Education**

B.S.Ed., Tennessee Temple University, 1979; M.Ed., Virginia Polytechnic Institute and State University, 1988; Ph.D., *Ibid.*, 1994.

**FRANK CHUA (1999), Associate Professor, History.**

B.A., Slippery Rock University, 1991; M.A., Southern Illinois University, 1993; Ph.D., Penn State University, 1999.

**CRAIG J. CLELAND (1981), Professor, Education and Special Education**

B.S., Millersville State College, 1975; M.Ed., Shippensburg State College, 1978; Ph.D., University of Maryland, 1980.

**DOUGLAS M. CROWDER (1998), Assistant Professor, Music**

B.M., Westminster Choir College, 1980; M.C.M., School of Church Music of The Southern Baptist Theological Seminary, 1982; D.M.A., The Peabody Institute of the Johns Hopkins University, 1992.

**PEGGY DETTWILER (1990), Professor, Music**

B.S., University of Wisconsin-Platteville, 1970; B.M., University of Wisconsin-Madison, 1982; M.M., *Ibid.*, 1980; M.M., University of Texas-San Antonio, 1985; D.M.A., Eastman School of Music, 1991.



- RUSSELL L. DODSON (1982), Professor, Chairperson, Geography and Geology**  
B.S.E, Wayne State University, 1972; M.S., Michigan State University, 1974; Ph.D., Ibid., 1985.
- DAVID C. FLESCH (1977), Professor, Chairperson, Biology**  
B.S., University of Wisconsin-Platteville, 1967; Ph.D., Iowa State University, 1977.
- JANNIS V. FLOYD (1994), Associate Professor, Assistant Chairperson, Education and Special Education**  
B.A., Wake Forest University, 1975; M.Ed., East Carolina University, 1979; M.A., Appalachian State University, 1983; CAGS Ed.S., Virginia Polytechnic and State University, 1992; Ed.D., Ibid., 1995.
- JANET A. FULLER (1980), Associate Professor, Education and Special Education**  
B.S., Mansfield State College, 1973; M.Ed., Ibid., 1976; Ed.D., Pennsylvania State University, 1989.
- H. MICHAEL GALLOWAY (1980), Professor, Music**  
B.M.E., Baldwin-Wallace College, 1966; M.M., New England Conservatory, 1968; D.M.A., Hartt College, 1986.
- ANDREW GASKIEVICZ (1999), Associate Professor, History.**  
B.A. 1988, M.A. 1990, Western Washington University; Ph.D., SUNY-Stony Brook, 1999.
- SHELLIE L. GREGORICH (1999), Assistant Professor, Music**  
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- KAREN GUENTHER (1998), Associate Professor, History.**  
B.A., Stephen F. Austin State University, 1980; M.A., The Pennsylvania State University, 1983; Ph.D., University of Houston, 1994.
- LYNNE A. HAMMANN (2003), Assistant Professor, Education and Special Education**  
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- SHAWNDR A. HOLDERBY (2003), Assistant Professor, History**  
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- EARL YOUNGSUCK KIM (1988), Associate Professor, Music**  
B.M., Seoul National University, 1978; M.M., New England Conservatory of Music, 1983; D.M.A., University of Miami, 1987.
- HOBART M. KING (1994), Associate Professor, Geography and Geology**  
B.S., California State College, 1975; M.S., West Virginia University, 1977; Ph.D., Ibid., 1982.
- BONNIE KUTBAY (1990), Professor, Art**  
B.A., University of Colorado, 1972; M.A., Ibid., 1976; M.A., Arizona State University, 1980; Ph.D., University of Toronto, 1991.
- SUSAN G. LAIB (1989), Part-time Instructor, Music**  
B.M., Eastman School of Music, 1980; M.M., University of Colorado, 1982; D.M.A., Florida State University, 1997.
- JANE MCGUIRE (1994), Associate Professor, Robert Packer Department of Health Sciences and Physical Activities**  
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**SHERYL MONKELIEN (2001), Assistant Professor, Music**  
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**JOSEPH M. MURPHY (1987), Professor, Chairperson, Music**  
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**MONIQUE OYALLON (2000), Assistant Professor, English and Modern Languages**  
B.A., University de Toulouse-Le Mirail, 1976; M.A., University de Toulouse I, 1976; CAPES de Sciences Economiques et Sociales, French National Teaching Certificate, 1978; Ph.D., University de le Sorbonne Nouvelle, 1992.

**KENNETH L. SARCH (1995), Professor, Music**  
B.M., Julliard School of Music, 1965; M.M., Ibid., 1966; D.M.A., Boston University, 1982.

**MARK-DANIEL SCHMID (1999), Assistant Professor, Music**  
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**DENISE SEIGART (1993). Professor, Robert Packer Department of Health Sciences and Physical Activities.**  
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**RONALD B. STRAUB (1975), Professor, Education and Special Education**  
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**JEAN-ANNE TEAL-GREENSHIELDS (1991), Associate Professor, Music**  
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**ROBERT H. WOOLEY (1971), Professor, Sociology, Social Work, and Anthropology**  
B.S., University of Wisconsin, 1966; M.S., Ibid., 1967; Ph.D., University of North Carolina, 1977.

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**LEROY M. WRIGHT (1990), Associate Professor, Communications and Theatre.**

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## ASSOCIATE GRADUATE FACULTY

**WILLIAM S. CHABALA (1976), Associate Professor, Chairperson, Academic and Human Development**

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B.M., Northeast Missouri State University, 1974; B.M.E., Ibid., 1974; M.M., The Juilliard School, 1976.

**NATHAN RINNERT (2003), Music**

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B.A. Grinnell College, 1979; B.A. University of California, Santa Cruz, 1982; M.L.I.S. University of Washington, 1991; M.S. Bloomsburg University, 2000; Ph.D. Capella University, 2006.

**MARTHA M. WHITEHOUSE (2000), Assistant Professor, Education, Special Education and Art.**

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## GRADUATE INSTRUCTORS

**HELEN ADAMS (2005), Instructor, Library**

B.S. University of Wisconsin-Oshkosh; MSLS Western Michigan University; and University of Wisconsin-Stout MA in Media Technology.

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